U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100016

Closing Date: NOV 19, 2009

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Application for Federal Assistance SF-424 Version 02

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

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

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

* 3. Date Received:
12/3/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:
U. S. Department of Education

* 5b. Federal Award Identifier:
CFDA 84.384

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Washington State Office of Superintendent of Public Instruction

* b. Employer/Taxpayer Identification Number (EIN/TIN):
916001112

* c. Organizational DUNS:
808888289

d. Address:

* Street1:	600 Washington St. SE
Street2:	Old Capitol Building
* City:	Olympia
County:	Thurston
State:	WA
Province:	
* Country:	USA
* Zip / Postal Code:	98504

e. Organizational Unit:

Department Name:
Public Policy & Planning

Division Name:
Executive Services

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

Prefix: Mr.

* First Name: Bob

Middle Name:

* Last Name: Butts

Suffix:

Title: Assistant Superintendent - Public Policy and Planning

Organizational Affiliation:

Office of Superintendent of Public Instruction

* Telephone Number: (360)725-0420 Fax Number: (360)753-6712

* Email: BOB.BUTTS@K12.WA.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-0729090001

Title:

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

13. Competition Identification Number:

2009

Title:

Institute of Education Sciences (IES) Grant program for Statewide Longitudinal Data Systems

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

State of Washington

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

Washington State Plan for a PK-20 Statewide Longitudinal Education Data Systems (SLEDS)

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: 3rd * b. Program/Project: 4th,6th,9th

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

17. Proposed Project:
* a. Start Date: 5/1/2010 * b. End Date: 4/30/2013

18. Estimated Funding ($):

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

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.

[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.	* First Name:	Ken
Middle Name:			
* Last Name:	Kanikeberg		
Suffix:			

Title:	Chief of Staff

* Telephone Number:	(360)725-6115	Fax Number:	(360)753-6712

* Email:	KEN.KANIKEBERG@K12.WA.US

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Not applicable

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Washington State Office of Super...

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,523,672	$ 1,863,340	$ 1,629,420	$ 0	$ 0	$ 5,016,432
2. Fringe Benefits	$ 457,101	$ 559,006	$ 488,826	$ 0	$ 0	$ 1,504,933
3. Travel	$ 39,820	$ 39,881	$ 38,470	$ 0	$ 0	$ 118,171
4. Equipment	$ 1,041,994	$ 105,161	$ 2,573	$ 0	$ 0	$ 1,149,728
5. Supplies	$ 683,721	$ 1,097,593	$ 345,131	$ 0	$ 0	$ 2,126,445
6. Contractual	$ 1,701,000	$ 2,272,937	$ 2,204,374	$ 0	$ 0	$ 6,178,311
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 5,447,308	$ 5,937,918	$ 4,708,794	$ 0	$ 0	$ 16,094,020
10. Indirect Costs*	$ 416,250	$ 413,443	$ 292,013	$ 0	$ 0	$ 1,121,706
11. Training Stipends	$ 52,500	$ 45,526	$ 28,119	$ 0	$ 0	$ 126,145
12. Total Costs (lines 9-11)	$ 5,916,058	$ 6,396,887	$ 5,028,926	$ 0	$ 0	$ 17,341,871

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 11.4%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 11.4%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Washington State Office of Super...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Will assist the awarding agency in assuring compliance

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Ken Kanikeberg
Title: Chief of Staff
Date Submitted: 11/06/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
[X] Prime [ ] Subawardee Tier, if known: 0 Name: Office of Supt. Public Instruction Address: 600 Washington St.SE City: Olympia State: WA Zip Code + 4: 98504-7200 **Congressional District, if known:** 03	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:
6. Federal Department/Agency: Institute of Education Sciences	**7. Federal Program Name/Description:** CFDA Number, if applicable: 84.384
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Ken Kanikeberg Title: Chief of Staff Applicant: Washington State Office of Superintendent of Public Instruction Date: 11/06/2009
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION

Washington State Office of Superintendent of Public Instruction

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Ken Middle Name:

Last Name: Kanikeberg Suffix:

Title: chief of staff

Signature: _____ Date: 11/06/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	James		Schmidt	

Address:

* Street1: PO BOX 43113

Street2:

* City: Olympia

County: Thurston

* State: WA* Zip / Postal Code: 98504 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(360)902-0595	(360)725-5174

Email Address:

JIM.SCHMIDT@OFM.WA.GOV

2. Applicant Experience

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

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Washington State SLEDS Abstract** Pages: **1** Uploaded File: **D:\Section5_Abstract.pdf**

5. Project Abstract

Washington State Office of Superintendent of Public Instruction
Proposal for Evergreen State P-20 Longitudinal Data System

Washington's statewide K-12 longitudinal data system has the ability to track individual student enrollment, assessments, and course-taking information, as well as information about teachers. The projects in this proposal will extend those K-12 capabilities by incorporating longitudinal early learning, post-secondary, and workforce information into a unified, comprehensive, and efficient P-20 system. The Evergreen State P-20 system (ESP-20) will be a collaborative effort by the Office of Superintendent of Public Instruction, the Education Research and Data Center, and other partner agencies.

Proposed projects will strengthen capabilities and accelerate progress in five outcome areas:

1) Data governance. Agreements outlining when, how, and what data can be shared are a crucial component to making data available, particularly when such a large volume of data and numerous contributing agencies are involved. The goal is to generate a clear process that will accelerate the ability to share linked individual-level data while also protecting individuals' privacy.
2) Research and reporting. These products will be in the form of research briefs that can help inform policy decisions, local level reports that track student outcomes and achievements, and research data sets. The emphasis will be on producing information and understanding from the wealth of assembled data. The goal is to improve the timeliness of the information produced and usability of the data.
3) Data warehouse environment. The construction of a structured P-20 data environment will include a data inventory spanning systems, the development of a P-20 data dictionary, and the implementation of a data warehouse with a variety of data marts designed to support research and reporting. The goal is to efficiently generate research datasets and summary information and to help ensure data quality.
4) Interoperability. The goal is to facilitate the efficient and standardized exchange of data between ESP-20 and contributing data systems.
5) Strengthening systems that contribute data to ESP-20. Efforts in this area will include enhancements to the community and technical college data system, the higher education program database, early learning student information, and private vocational school information. The goal is to improve the quality of data coming in to ESP-20.

Washington State is poised to build upon existing partnerships and data availability to develop a structured and extensive longitudinal P-20 system. Upon completion of this project, Washington will meet all of the required capabilities and elements of a P-20 longitudinal data system. The project builds on best practices to ensure effective data use by linking systems, making data available, and building capacity.

ESP-20 will enable efficient queries, produce research and information that can inform policy decisions, and provide information spanning the educational sectors. Receipt of grant funds will greatly accelerate Washington's progress and will lead to education information that will inform educators, stakeholders, and policy-makers.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **WA SLEDS Project Narrative** Pages: **30** Uploaded File: **D:\Section6_Narrative.pdf**

6. Project Narrative

(a) Need for project

Background and Context

Washington is poised to have one of the best longitudinal P-20 data systems in the nation. In 2005, Washington Governor Chris Gregoire created and led Washington Learns, an 18-month review of Washington's entire education system, including workforce training. A diverse group of business, community, education, government and minority leaders built a roadmap for a world-class education system that prepares all Washington students to succeed in the global economy. Responding to recommendations of the Washington Learns effort, the 2007 Washington State Legislature created the Education Research and Data Center (ERDC) within the Office of Financial Management (OFM). The Legislative Evaluation and Accountability Program (LEAP) serves as a statutory partner. As stated in the Revised Code of Washington, the ERDC is to "[conduct] analyses of early learning, K-12, and higher education programs and education issues across the P-20 system." The P-20 system is defined by law as all education agencies plus the Employment Security Department (ESD), which is the state agency responsible for collecting and reporting individual-level employment data such as industry of employment and wages. Education agencies specified as being part of the P-20 system are the Department of Early Learning (DEL), Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), State Board of Education (SBE), State Board for Community and Technical Colleges (SBCTC), Workforce Training and Education Coordinating Board (WTECB), Higher Education Coordinating Board (HECB), and public and private non-profit four-year higher education institutions. The P-20 agencies and institutions are to make relevant data available to the ERDC and, in turn, the ERDC is to "make data from collaborative analyses available to the education agencies and institutions that contribute data."

At the heart of the P-20 system is the K-12 longitudinal data system managed by the state education agency, OSPI. OSPI's development of the K-12 longitudinal system is being supported in part by an Institute of Education Sciences (IES) Statewide Longitudinal Data System grant (award number R372A090024), which began July 2009. This application for IES – ARRA support is to extend those K-12 capabilities by incorporating longitudinal; early learning, post-secondary, and workforce information into a comprehensive and efficient P-20 system and allow the SEA to be able to transmit data more easily to the P-20 statewide longitudinal data system within ERDC. Further development of the P-20 system involves establishing a P-20 interagency data governance system, enhancing the source systems for early learning, higher education and workforce data, conducting cross-level research and reporting, and establishing a state-of-the-art longitudinal data warehouse.

Complementing the OSPI K-12 student information is the Public Centralized Higher Education Enrollment System (PCHEES), a statewide student unit record enrollment and outcomes data system managed by OFM on behalf of the state's public baccalaureate higher education institutions. PCHEES includes student characteristics, enrollment information to the course-taking level, and, since 2005-06, course completion information and degree awards.

Washington's state education agency, OSPI, has a close working relationship with ERDC. OSPI has been closely collaborating with the staff at ERDC since its inception. A data-sharing agreement was quickly established to clarify that ERDC is 'part of the OSPI family'. As defined

in the Revised Code of Washington, ERDC is considered "an authorized representative of the state educational agencies … for purposes of accessing and compiling student record data for research purposes." This allows OSPI to share all agency data related to students (including course-taking and teachers) with ERDC. Data files are now routinely provided to ERDC, which makes possible the discussion of K-12 related research studies.

The longitudinal data systems of OSPI and ERDC are complementary. ERDC and OSPI have differing needs for K-12 student-course-teacher data. The ERDC, focusing on retrospective analysis of student transitions, requires some K-12 data extracts from OSPI only on an annual basis, along with some monthly extracts from the current year. There are no requirements that the ERDC data system be transactional in nature other than as related to updating linkages of students within various sectors. OSPI, on the other hand, has developed a data system that supports U.S. Department of Education reporting requirements, the annual statewide assessment program, apportionment funding to districts, and other sector-specific activities. OSPI is a recipient of an IES 2009 K-12 Statewide Longitudinal Data Systems grant that supports the development of a K-12 data warehouse environment for the Comprehensive Education Data and Research System (CEDARS). This grant is assisting OSPI in meeting all ten of the K-12 longitudinal data system element requirements.

OFM, the agency housing ERDC, has historically operated and maintained a student-level enrollment and outcomes data system on behalf of the state's public baccalaureate institutions. Public four-year higher education institutions provide student-level enrollment and outcomes data to the Public Centralized Higher Education Enrollment System (PCHEES), which is operated and maintained by OFM and is now integrated with ERDC activities.

Washington is a leader in assessing workforce outcomes for students in workforce training. Washington has been a nationally recognized leader for tracking students across education systems and into the workforce. The WTECB and SBCTC have worked together to develop standard protocols for assessing workforce outcomes using employment records obtained from ESD. These agencies have been applying standardized methods in assessing workforce outcomes for completers and graduates for more than a decade.

Status of the Current P-20 Longitudinal Data System

The ERDC has made significant progress in its first two years, including the development of data-sharing agreements with P-20 partner agencies, sharing of K-12 data files, and linking K-12 and post-secondary records. These agreements allow ERDC to import data into the emerging P-20 data system. Progress has also been made in bringing in and linking education data from public K-12 and postsecondary sectors, though it has been on an ad-hoc basis. Matching and linking procedures are in place, setting the stage for the development of longitudinally linked cross-sector datasets. OSPI has provided to ERDC a series of identifiable individual-level student data dating back to 1999, and will be providing course and teacher data once those data are available (December 2009). The K-12 data includes monthly enrollment, demographic and program participation information, statewide accountability assessment score files, language proficiency assessment score files, and enrollment status records including graduation and dropout status.

6. Washington Project Narrative

Beginning in 2009 - 2010, OSPI has been collecting information that links teachers to students through courses. Several areas of interest have been identified as subjects for potential research studies by ERDC, including career pathways taken by newly trained and certificated teachers and the distribution of teachers by their characteristics and the characteristics of their students and schools. OSPI's K-12 longitudinal data system also has data on the preparation program of teachers who received their certifications in Washington. OSPI is also using IES grant funding to incorporate teacher preparation program information for those teachers who received their education outside Washington. All of the teacher preparation, certification and endorsement data will be shared with ERDC on a regular basis. ERDC will have teacher data from other sources as well. For teachers completing programs in Washington public institutions, PCHEES allows for analysis down to the course-taking patterns and time and pathway to degree. HECB financial aid data can supplement information in PCHEES and shed light on the financial aid status of students preparing for teaching careers.

Public four-year institution data from PCHEES has been longitudinalized and incorporated into ERDC analyses. Several years of community and technical college system data have also been received. Efforts to match and link across these datasets are progressing using an ERDC-assigned P-20 identifier. Data from these systems include term enrollment; admissions and completion information, including admissions test scores and transfer credits; degree type and primary field of study; courses taken, including those that are remedial; and academic performance information.

While work to link education data across sectors is progressing, legislators and policy-makers are looking for data and reports that can inform policies to improve the education system. Thus ERDC staff have developed initial datasets that allow selected analyses to be performed as demonstration or "proof of concept" examples. An early analysis effort focused on public college-going patterns (community college vs. baccalaureate institution), a one-year follow-up that examined all 12th graders, including those who did not graduate. Another linked these same individuals' 10th grade assessment scores and income status (based on free- and reduced-price lunch eligibility) with public-college-going patterns in the year after high school. ERDC has recently provided the HECB with a dataset linking financial aid information with public baccalaureate enrollment. This dataset enables HECB to assess state financial aid policies using previously unavailable linked information.

An Outline of Needs and Potential

Based on our experience, we identified categories needing improvement or development. These areas also address the required capabilities and elements identified in the request for applications.

Efficiencies. As ERDC staff have worked with data from the various education sectors, they have gained knowledge and experience vital to the design of a more formal data system to support longitudinal studies. Current studies have been done in an ad hoc fashion, which is appropriate for initial exploratory work with datasets, but not efficient in the long run. Several "standard" feedback reports that contain elements of interest to K-12 educators, CTC and HECB staff, and policy-makers have been identified. These could be created in an ad hoc fashion, but the efficiencies of a more formal data system would support the routine generation of these products as well as provide more opportunities to establish linkages between education and other sectors, such as social services and corrections. Progress in turning longitudinal data into useful

information and in integration of data from other sectors has been hindered by the lack of a data system that is designed to support large quantities of data and efficient longitudinal analysis.

Data interoperability. Other than the submission of data by public baccalaureate institutions to PCHEES, all data exchanges related to ERDC work have been ad hoc exchanges using secure transfer protocols. Most efforts in the area of data exchange and storage have focused on ensuring that any data held by ERDC is stored and used in a secure manner. Secure servers and fully encrypted PCs are used for all ERDC work. The next step involves adopting standard frameworks for sharing data efficiently (NCES, SIF, PESC), development of an integrated P-20 data model using data warehousing best practices, and development of mature integration services to ensure data quality.

Expanding who can be tracked. Student data from the public K-12 system and from public higher education institutions in Washington form the core of the current P-20 data system in Washington. While these data represent the majority of P-20 students in the state, there are noteworthy missing elements which should be present in a comprehensive P-20 system that tracks student progress over time. Areas where data have not yet been collected for incorporation into the system include: early learners (other than those students served by the public K-12 system), social service participants, postsecondary enrollment and completions for private institutions in Washington and all out-of-state institutions, apprenticeships, and adult basic education.

Tracking all students into workforce. In the area of linking students with further education and the workforce, selected groups of education completers have been tracked routinely using methods established over ten years ago by the WTECB and the SBCTC. OSPI routinely conducts follow-up studies of its career and technical education completers, as required by federal law. Workforce outcomes for completers of workforce programs are routinely conducted by the WTECB. A special one-time legislatively-mandated study tracked bachelor's degree recipients into the workforce. In short, there has been a lot of linking going on in Washington, but not in a comprehensive manner. For example, no one has characterized the workforce outcomes of individuals who have dropped out of high school or left a postsecondary program without receiving a degree. In other words, individuals who have followed the traditional education pipeline have been studied; "leaks" in the pipeline have not. The establishment of an efficient and comprehensive P-20 education and workforce data system will allow for routine comprehensive follow-ups of all education participants.

Incorporation of teacher information. ERDC also has the potential to analyze teacher data, since teachers are both products of postsecondary education and inputs to K-12 education. With forthcoming teacher-related data from multiple sectors, decision-makers are looking for a comprehensive analysis of a variety of teacher-related topics. The building blocks are in place, but ERDC work in this area has not yet begun.

Data governance. In the area of data governance, ERDC is ready to address more complex issues after having established data-sharing agreements with P-20 partner agencies. As a start, an education agency director's group has been formed to work with the ERDC to prioritize projects and resolve data issues. There is a maze of issues involved with sharing and using linked data from multiple agencies. Significant work remains in establishing a data governance

structure that addresses data sharing and use protocols, data request procedures, and review processes to assure data owners that data are being used appropriately.

The P-20 data governance path will be complementary to an existing K-12 data governance process. The data governance system for K-12 focuses on identifying and prioritizing policy and research questions, data collection, data quality, and managing change in conjunction with the impact on school districts. While the two governance perspectives are related, the P-20 data governance emphasis will be on how to share linked data, including obtaining agreements from data owners, clarifying data use restrictions, and maintaining confidentiality.

Improved efficiencies and precision. Several efforts currently exist to share aggregate data between sectors, although there is need for improved efficiency and precision. For example, the two-year college system publishes a remediation enrollment report that compiles aggregate data by school districts with high school level information. The report is also sent to the legislature. To do this the community college state board uses a student self-report for high school graduation status and an age algorithm to derive "recent high school graduate." The new system will allow for individual level matching between K-12 and higher education to more precisely analyze new graduate course-taking patterns in higher education, including remedial coursework, as well as high-school course-taking.

Outreach activities are necessary to inform practitioners and policy-makers about the P-20 data system capabilities for research, data analysis, and program evaluation, and to solicit input from them regarding desirable features of the system that would support their needs. ERDC staff have interacted with stakeholders by attending meetings and presenting information about the status and future plans for the P-20 data system. However, there is a need for a systematic effort to reach the full range of potential users of information developed from the P-20 data system. In addition, users will need training and technical assistance to use products created.

Data use for local-level decisions. Educators are already adept at using school-level data to inform changes within their district. Educators are interested in following students into higher education and the workforce to further inform decisions. ESP-20 will make it more efficient for schools and districts to identify student outcomes and best practices.

ERDC staff, working with staff from partner agencies, is ready to move ahead in the development of longitudinal education information that will serve the needs of stakeholders, inform policy-makers, and lead to the improvement of student achievement in the state of Washington. Receipt of grant funds will serve to greatly accelerate the process of developing a robust, comprehensive longitudinal P-20 system, while getting input from a variety of audiences. The system will enable efficient queries, produce research and information that can inform policy decisions, and provide information spanning the educational sectors.

Current status of State's Longitudinal Data System

			Completed for K-12 only	Funded through 2009 IES grant for K-12 only	Currently ad-hoc by ERDC; P-20 SLDS grant improves or accelerates for P-20	Development with P-20 SLDS grant
7 capabilities		C1 Examine student progress over time		x	**x**	
		C2 Facilitate/enable exchange of data			**x**	
		C3 Link student data with teachers		x		
		C4 Teachers linked to certification & prep	x	x		
		C5 Data easily generated -timely reporting				**x**
		C6 Data quality - integrity				**x**
		C7 Meet reporting requirements	x			**x**
12 elements	**P-20**	E01 Unique student ID	x		**x**	
		E02 Enrollment, demographic, program info	x		**x**	**x**
		E03 Exit, transfer, drop-out, completions	x		**x**	**x**
		E04 Communicate with HE systems			**x**	
		E05 Data audit system	x			**x**
	K-12	E06 K-12 Assessment records	x			
		E07 Students not tested	x			
		E08 Teacher ID system	x			
		E09 Transcript info (courses, grades)	x			
		E10 College readiness scores	x			
	Post-sec.	E11 Transition to post-sec (including remedial)			**x**	
		E12 Other info re prep for post-sec				**x**

This chart tied to relevant outcomes can be found in Appendix C.

Capabilities and Elements to be Developed

Based on the needs described above, we have grouped the project goals into six outcome areas. Below is an overview of those project areas that, with grant funding, would develop or accelerate progress of the state's P-20 system. A complete description of each project outcome is in Section B of the narrative.

6. Washington Project Narrative

1. **Data Governance**. Current data-sharing agreements allow for the ERDC to receive data and link data from numerous sectors. While that lays the groundwork, much work remains to determine how data will be shared outside once ERDC has combined individual-level data from multiple sources. Work proposed here will lead to the accelerated development of the complex data-sharing protocols that will be involved with cross-sector datasets. In addition, some data sharing agreements will need to be expanded to include a more robust set of information. Procedures to maintain confidentiality and privacy must be designed, and agreements regarding data use and restrictions need to be approved. This type of data governance – the agreement of when, how, and what data can be shared – is a crucial component to making the data available to state agencies and external researchers, particularly when such a large volume of data and numerous contributing agencies are involved. Data element inventory and standard data definitions are addressed in the development of the data warehouse.
2. **Research and Reporting.** An ERDC mandate is to conduct analyses of P-20 data and make cross-sector data available. ERDC staff, working with stakeholders, have preliminarily begun to design reports that will provide feedback to high schools, community and technical colleges, and universities. These reports will have information regarding participation and outcomes of students in subsequent education and workforce activities. Increased funding will greatly accelerate production of these feedback reports as well as of research briefs which will inform policy-making by establishing context and baseline information. These products will extend beyond previous reports because all students will be tracked, not just graduates or completers, and will span all education sectors plus the workforce. Making the connection between education and social services is a new capability. In addition, there will be efficiencies gained by having a comprehensive system with a consolidated matching process. Funding will also allow concerted training and outreach efforts designed to ensure that a culture of data use develops around these products.

   At present, the ERDC is limited to the analysis of Washington public-sector education data and Washington employment. With additional funding we propose to incorporate National Student Clearinghouse data into the P-20 data system to get a more complete picture of educational pathways of Washington students as they transition to postsecondary institutions, including those that are out-of-state and private.

   As P-20 longitudinal data systems are developed, workforce data connections to K-12 and higher education agencies will become more pervasive. The creation of an employment data handbook, as it pertains to student outcomes and tracking, will be a resource for education researchers in other states and organizations who may be unfamiliar with employment and wage data. Although postsecondary institutions routinely make the connection to workforce outcomes, it is less common in the K-12 arena.
3. **Data Warehouse Development.** Data from multiple education sectors and the workforce are being brought in to the ESP-20 data system. Each data source has a specific data dictionary, and in many cases, definitions may vary across the sectors. The current ERDC system has grown informally, and, as staff have had the experience of managing the data, linking across sectors, and performing analyses, it has become

imperative that a data environment be developed that is better suited to serve the needs of this work. Funding requested here covers the design and implementation of a data warehouse environment, beginning with a comprehensive data inventory across systems and development of a P-20 data dictionary, and culminating with the implementation of the data warehouse with a variety of data marts designed to support the research and reporting needs of ERDC. This data environment would be in place early enough in the grant period to allow for the development of key reports and research datasets before the end of the grant funding period.

4. **Data Interoperability.** The P-20 system will be bringing data in from multiple education sectors and workforce information. In order to improve system interoperability between the P-20 data warehouse and other data systems, a team will develop frameworks and procedures for the efficient and standardized exchange of data. For the K-12 and early learning arenas, this will adhere to the Schools Interoperability Framework (SIF).
5. **Source System Enhancements.** In order to improve the quality of data coming into the P-20 system and facilitate the implementation of interoperability (Outcome 4) for ESP-20 and future multi-state efforts, this proposal includes several projects that will enhance and improve source data systems.
   - The incorporation of community and technical college student data into the PCHEES system, which is currently limited to data from public four-year institutions. This will allow all public higher education to be analyzed as a single sector, and also will provide pre-processing of the data so that all public higher education data is provided to the P-20 data warehouse from a single source.
   - The development of a centralized program database at HECB that will improve monitoring of new programs and assist in the program review process. It will enable researchers and administrators to answer questions such as whether persistence or completion rates in the same or similar programs vary by location, delivery mode, or institution. It will also facilitate tracking of student enrollment patterns across sectors, identify gaps in regional program delivery, and help expand program diversity in targeted regions of the state. These questions are central to a major study just completed by the HECB. This study of the higher education system is intended to identify ways to raise educational attainment levels 40% by the year 2030.
   - The development of an early learning student information system that ties program, teacher, and outcomes to the early learning student. DEL was formed from multiple Washington State agencies in 2006 and the programs each had unique data needs, resulting in core data elements stored across multiple data systems and requiring duplicative data entry. This funding will assist DEL in reducing data silos and redundant efforts by integrating business line applications.
   - The improvement of the SBCTC system by converting from COBOL to SQL. In order to generate data required for State and DOE reporting, student and institutional data from 34 Colleges are maintained in 50 separate databases and over 1600 data files. The opportunity is to design, develop, and implement automated processes to extract and load data staging area that provides for efficiency of operation and reporting, supporting a stable, sustained robust state longitudinal data system. The current manual processes used to extract, analyze, and consolidate data from the

various sources (databases and data files) result in frequent delays and reporting inaccuracies.

- Improving student record collection for private vocational schools and other employer training providers. The quality of and efficiency of data collection could be improved through use of a dedicated site with data quality and usability improvements.

Appendix C outlines the statewide longitudinal data system requirements, along with the current status of that capability or element and the corresponding outcomes as proposed in this application.

Use of the System to Address Requirements of the State Fiscal Stabilization Fund and Race to the Top

Receipt of State Fiscal Stabilization Funds requires commitment by the State to advance education reform in several areas. The P-20 system being developed in Washington will allow analysis of **teacher distribution** across the state with respect to teacher characteristics (experience, endorsements, years of teaching at current school, national certification status, etc.), school characteristics (urban/suburban/rural, high-poverty, etc.), and student characteristics (free- and reduced-price lunch eligibility, language spoken at home, mobility, program participation, etc.). ESP-20 will facilitate the measuring of outcomes for successive cohorts of students to assess continuous improvement. Detailed course-taking information for high school and postsecondary work, including remedial course-taking, **standards and assessments**, grades and course completion, will allow the evaluation of progress toward rigorous college- and career-readiness standards. Information for all students will be tracked in the system, including limited English proficient students and students with disabilities. All students will be followed, as much as possible, including those who drop out. This data will be used to make decisions regarding **struggling schools**.

One of the priorities is **expanding statewide longitudinal data systems** to include or integrate data from an assortment of areas, including special education programs, limited English proficiency programs, early learning, and postsecondary. The K-12 system already collects information on students in special education and limited English proficiency. ESP-20 will connect these students with their postsecondary and workforce outcomes, enabling questions regarding policy, practice, and efficacy to be answered. In addition it will be possible to track education and workforce outcomes for students who participate in state early learning programs and for social service clients.

With the proposed funding, ESP-20, in conjunction with the K-12 longitudinal data system, will help meet data systems criteria as outlined in State Fiscal Stabilization Fund and Race to the Top. The systems will include all of the elements specified in America COMPETES (section 6401(e)(2)(d). Also consistent with the criteria, Washington's proposed grant funding includes outreach to share information, gather input, and distribute data from the longitudinal data system to key stakeholders. There are also tasks as part of the data governance, research and reporting, and data warehouse outcomes that define and emphasize confidentiality and privacy in order to ensure compliance with FERPA requirements.

(b) Project Outcomes Related to System Requirements and Implementation

Proposed activities to be covered by grant funds fall into six major categories: (1) data governance, (2) research and reporting, (3) data warehouse development, (4) data interoperability, and (5) source system enhancements.

Outcomes were created based on the capabilities and elements needing development or improvements.

			Data Governance (1)	Research and Reporting (2)	Data Warehouse (3)	Interoperability (4)	Source System Enhancements (5)
7 capabilities		C1 Examine student progress over time	x	x	x	x	x
		C2 Facilitate / enable exchange of data	x			x	x
		C3 Link student data with teachers	*				
		C4 Teachers linked to certification & prep					
		C5 Data easily generated -timely reporting		x	x		
		C6 Data quality - integrity			x		
		C7 Meet reporting requirements	*				
12 elements	**P-20**	E01 Unique student ID			x		
		E02 Enrollment, demographic, program info			x		x
		E03 Exit, transfer, drop-out, completions			x		x
		E04 Communicate with HE systems			x	x	x
		E05 Data audit system			x		x
	K-12	E06 K-12 Assessment records	*				
		E07 Students not tested					
		E08 Teacher ID system					
		E09 Transcript info (courses, grades)					
		E10 College readiness scores					
	Post-sec.	E11 Transition to post-sec (including remedial)			x	x	x
		E12 Other info re prep for post-sec			x		

* Completed or underway by OSPI K-12.

1. Data Governance: Activities leading to multiple-agency data sharing agreements, as well as a data use and review process, and establishment of a data request process.

These data governance activities are critical to facilitating the exchange of data between ERDC and other Washington education agencies, policy makers, and external researchers. The tasks associated with the data governance outcomes will generate a clear process that will accelerate the ability to share linked individual-level data.

1.1 Interagency data sharing agreements

While data-sharing agreements have been formulated for ERDC to receive data from contributing agencies, new protocols need to be established for external sharing of the linked data. Questions need to be addressed such as:

- Which data can be shared with whom and under what circumstances
- What are the definitions of "de-identified" and "unidentified"
- What steps must be taken by the data owners, ERDC, and other researchers to ensure that privacy laws and confidentiality agreements are upheld
- What level of aggregation is appropriate to assure student confidentiality, i.e., if individual level data is shared, how much identifying information must be removed

Answers to these will be determined by convening a workgroup composed of representatives from agencies contributing data and the data governance manager. To strengthen the protocols, the workgroup will seek opinions regarding data sharing from the appropriate assistant attorneys general. The result of these activities will be signed data sharing agreements, allowing linked data to be shared from the ESP-20 system to agencies and to researchers, although the level of detail and types of restrictions will vary.

1.2 Data use agreements and review process

The workgroup will also need to establish policies around appropriate use of data in research and reporting. In other words, once an agency or a researcher has received data from the P20 system, what are they allowed to do with it? Also, if they report or publish data that originated from another source, what review process is appropriate?

Building from the agreements established in Outcome 1.1, the workgroup will convene to develop a review process.

For each data request or data set: is the shared data to be used for a single purpose or can it be used more generally or repeatedly; should the data be destroyed upon completion of a project; when an agency or researcher plans to produce information that originated with another agency's data, what level of review is appropriate, if any, by the data owner? (This question also applies if there is overlapping information, such as if outcomes from one sector are being reported by characteristics from another sector.); the product will be a written protocol outlining the review process as well as data use agreement templates.

1.3 Data request process

This outcome will delineate the process for requesting data. The governance workgroup will establish a process for data requests in conjunction with the data sharing agreements

and use protocols as established in Outcomes 1.1 and 1.2 above. The data governance manager will convene a workgroup with representatives from agencies contributing data. The workgroup will address questions such as which agencies ought to have representatives on the committee to review requests, who needs to review a given request and under what circumstances (depending on which data are involved), what will be the requirements for requestors (confidentiality training, data sharing and use agreements, etc), and what criteria will be used for approving requests. Based on the workgroup's recommendations, the data governance manager will develop documents, including a description of the proposed process and request forms. These forms will outline which data are available for what timeframes, intended use, and confidentiality restrictions, etc.

One feature of this data governance process may be a data-sharing "clearinghouse" which would be a centralized location for data-sharing requests and agreements. Once finalized, the data request documentation will be made available online.

2. **Research & Reporting: Design and development of products (standard and ad hoc reports, datasets, analyses) that will inform policy and practice for a variety of decision-makers at the school, institution, and state policy-making level.**

Concurrent with the production of the data warehouse (Outcome 3), ERDC and project analysts will be able to extract data from the staging area, a location for data that has been received but not formalized into the data warehouse. After the conclusion of the grant, the data warehouse and data marts will enable data to be generated easily, enabling efficient analyses. In the meantime, the wealth of available data can be accessed and linked, though not as efficiently. The research and reporting outcomes – summary findings that can help inform policy decisions, local level reports detailing student outcomes and achievements, and research data sets – will create value during the grant funding period by improving the timeliness of the information produced and usability of the assembled data.

2.1 Feedback reports (outcomes reporting back to high schools, community and technical colleges, baccalaureate institutions)

Information about students transitioning in and out of education sectors will be compiled in the form of feedback reports. Reports will be designed to show aggregate outcomes for students leaving education sectors. For example, a report will be made available to high schools and school districts with information about how many students enrolled in public baccalaureate institutions or community or technical colleges, how many enrolled in remedial coursework, whether they are employed, if they persisted in college, if they earned a degree, etc. Reports will have information about both completers and non-completers; that is, high school drop-outs will be tracked as well as graduates. This information can be disaggregated at numerous levels: race/ethnicity, income level, college majors including high need areas, high school grade point average or class standing percentile, college readiness scores (ACT, SAT), high school course-taking, and other characteristics. Planned reporting includes:

a) K-12 reports – tracking into postsecondary education and workforce
b) Community and technical colleges – tracking into baccalaureate institutions, workforce training, and the workforce

c) Baccalaureate institutions – tracking into workforce and other education

There are numerous other reports that could be developed with the data that will be assembled in the P-20 data system. These include tracking early learning students into the K-12 system as well as following the high school, postsecondary, and ultimately the employment outcomes of middle school students based on their characteristics.

These reports will be publicly available on a website. Where confidentiality is a concern (e.g., cell sizes are small enough to permit students to be identified) but data sharing agreements have been established, the feedback reports will be distributed in a secure manner. Alternatively, smaller-sized cells could be redacted in the published reports.

2.2 Research briefs and derived indicators

Research will be conducted on some of the key areas thought to affect student achievement.

a) Outcomes of high school dropouts. Research often focuses on the outcomes of high school graduates, but doing so overlooks an important segment of the population. This brief will address questions such as what are the college enrollment and workforce patterns of students who drop out of high school, and how do they compare to students who receive a high school diploma.
b) Extended longitudinal tracking of high school students' outcomes. By the conclusion of the grant period, ERDC will have ten years of tracking information on a 9th grade cohort and will be able to follow their progress through high school, postsecondary enrollment, and into the workforce. This research brief will track those outcomes for a 9th grade cohort.
c) Teachers and employment transitions.
d) Teacher characteristics related to student and school characteristics.
e) Outcomes of college and university drop-outs and stop-outs. This brief will address questions such as whether they enter the workforce or if they return to college after a period of time. Similarly, do more students in certain regions of the state drop-out or stop-out, compared to other regions? Are there differences across certain major fields of study?

2.3 Research data sets

De-identified individual record or summary level data sets will be shared with state agencies and other researchers, pending completion of the data governance outcomes (Outcome 1). The data sets will have information spanning the education sectors and will be customized according to the needs of the researcher and data use agreements. In many circumstances data on comparison groups can be incorporated as a necessary component of program effectiveness assessment. Several format options will be available for data sets and secure file transfer protocols will be employed when individual-record data sets are transferred to partner agencies and external researchers.

2.4 Training and outreach

Training and outreach activities are designed to contribute to a culture of data use. A stakeholder needs analysis will be conducted by convening meetings and attending conferences to communicate the capabilities of ESP-20 to teachers, principals,

administrators, policy makers, and other interested parties. Concurrently, ERDC or project staff will gather input about effective ways to disseminate the information that can be produced by the comprehensive system. ERDC will solicit ideas regarding which data elements and student outcomes ought to be included in feedback reports and which issues should be researched given new data capabilities. It will be an evolving process: as new data and reports become available, additional input will be needed to refine the information and improve its value to stakeholders.

2.5 Social services data-to-information project

Programs of the Washington State Department of Social and Health Services (DSHS) have extensive education data needs for monitoring outcomes for clients who receive services and for evaluating the success of specific programs and interventions. To address these needs, several performance measurement projects and research studies are being proposed. The projects address expressed needs of managers, and include the completion of controlled research studies and the development of sustainable processes and annual reports to answer the following questions:

a) What are the K-12 and higher learning outcomes for DSHS parents and children receiving economic assistance?
b) How are youth receiving mental health treatment doing in school?
c) What is the long-term impact of the integrated treatment model on educational outcomes for serious juvenile offenders?
d) Are youth receiving chemical dependency treatment more likely to complete school than those who need treatment and do not receive it?
e) Are children of incarcerated parents at higher risk for low grades, poor school attendance and dropping out of high school than other youth with social services involvement?

2.6 Employment data handbook

Washington State has a history of analyzing employment data as an outcome for students and will capitalize on that experience to develop a guide for other states and organizations that are unfamiliar with the workforce data realm. Although postsecondary institutions routinely make the connection to workforce outcomes, it is less common in the K-12 arena. As P-20 longitudinal data systems are developed, workforce data connections to K-12 and higher education agencies will become more pervasive.

This handbook is intended to serve as a guide to education researchers interested in analyzing and incorporating workforce data into their data systems or research agendas. The product will be designed for other states and organizations based on Washington's extensive experience working with employment data and developing standardized follow-up protocols. Multiple Washington agencies have collaborated in developing employment analyses. The manual would include topics such as organizational and governance issues; technical issues, methods and solutions; and functionality and products. It will provide background information on Unemployment Insurance data, describe the information that is typically available from state labor market information agencies and the research that can result, as well as will outline the steps needed to clean, refine, and standardize the information.

2.7 National Student Clearinghouse

Data will be incorporated into ESP-20, expanding the ability to track Washington student enrollment into post-secondary nationally.

3. **Data Warehouse Development: The development of a data warehouse environment that will allow more efficient access to longitudinal data.**

This cluster of outcomes will develop or accelerate three of the required data system capabilities: abilities to assess student progress over time, to generate data easily, and to ensure data quality and integrity. By incorporating data from multiple sources into a single system that spans the education spectrum and includes employment information, the tracking of student progress will be greatly enhanced and analyses will be more efficient. Required data system elements will also be improved or developed: a unique student identifier (research id); a cohesive set of enrollment, demographic and program information; outcome information including completions, exits, and transfers; synthesis of K-12 elements with information from the public Washington higher education system; and tracking of transitions, including remedial course-taking.

3.1 Data inventory

This will entail a comprehensive profile of the various source data available for the data system, including 1) a review of education-related data definitions and relationships articulated in national data interoperability frameworks (e.g., SIF, PESC); 2) an analysis of the research and reporting needs of the ERDC, its partners, and other researchers; and 3) a review of education-related data definitions and relationships. An inter-agency team of researchers, coordinated by an ERDC data steward, will identify and document key information about the data elements required for longitudinal research. The data inventory will encompass the multiple sectors that will be contributing data to ESP-20: early learning programs, K-12, public higher education, and workforce.

3.2 P-20 data dictionary

A comprehensive data dictionary and logical data design for the data warehouse will be developed from information gathered in the data inventory. The information in the dictionary will span the P-20 arena and included workforce elements. The logical data design will identify the relationships among the data elements in the data warehouse. The data dictionary will articulate standard definitions, data types, valid values, data relationships, business rules, and data sources for all elements in the data warehouse environment. Wherever possible, standards and definitions will be cross-walked to those established with the National Center for Education Statistics Schools Interoperability Framework (SIF) and Postsecondary Electronic Data Council (PESC). The business rules will include information to resolve the complex issues that can arise from using longitudinal and cross sector data, such as self-stated race coding in a postsecondary record as compared to race coding in a K-12 record which may be observer-based.

3.3 Database environment

The data dictionary, data inventory and logical data design will be used to create a data warehouse as well as document the requirements for the integration procedures needed to load and link data within the warehouse. A team of ERDC staff, database administrators and developers will design and build a data warehouse that supports longitudinal research

and reporting across the P-20 spectrum, including workforce. An inter-agency team will produce design requirements for integrating source data into the data warehouse.

3.4 Integrating source data into data warehouse

From business requirements and technical specifications provided by an inter-agency design requirements team, a development team coordinated by the data warehouse project manager will develop a confidential data warehouse staging area. The team will develop procedures for validating, cleaning, conforming, and de-personalizing source data (e.g., K-12 data transferred from OSPI's CEDARS data warehouse) prior to its transfer to production-ready data marts in the data warehouse.

Previously developed procedures will allow the incorporation of an ESP-20 universal research ID permitting cross-sector linking of student records in the system in an anonymous fashion. Resolution protocols for situations where there is conflicting information between sectors (e.g., different ethnicity/race classification) will be established and incorporated into the business rules of the data dictionary.

3.5 Data marts

Data marts, or specific subject-oriented repositories of data, will be developed by consolidating and aggregating information from multiple original data tables. By consolidating related fields that may span multiple original data tables in a logical way, the marts will enable efficient information extraction. They will also contain derived data elements, such as flags for longitudinal outcomes and annual or career calculations.

An interagency team of researchers will contribute to the design of the marts and determination of subject areas. For example, one data mart will likely support the study of postsecondary swirl, the transition in and out of one or more higher education institutions during the course of a student's postsecondary career.

A data warehouse environment structured around the data marts will facilitate research, reporting, and ad hoc queries. The organization of data marts will enable more efficient construction of data sets for sharing with external researchers (Outcome 2.3, as agreed upon in Outcomes 1.1 and 1.2).

4. **Data Interoperability: Facilitating and enabling the efficient exchange of data between ERDC and partner agencies. Based on business requirements and technical specifications provided by the data warehouse design requirements team, an interagency development team coordinated by the ERDC data systems manager will develop frameworks and procedures for the exchange of data between the data warehouse and other data systems.**

   4.1 K-12/ Office of Superintendent of Public Instruction
   4.2 Department of Early Learning
   4.3 State Board for Community and Technical Colleges
   4.4 Higher Education Coordinating Board
   4.5 Employment Security Department
   4.6 Workforce Training and Education Coordinating Board

   Develop standardized coding and formatting methods and documentation for regularly transferring participant records from Private Career Schools, other providers participating in the Eligible Training Provider System, and Apprenticeship programs.

5. **Source System Enhancements: Enhancements that strengthen or augment systems supplying data to the P-20 data warehouse.**

   5.1 Integration of community and technical college data into PCHEES

   A team of data administrators and developers will integrate data from the student data warehouse managed by the State Board for Community and Technical Colleges into PCHEES, the enrollment and outcomes system for public baccalaureate higher education and into the proposed P-20 data warehouse.

   5.2 Higher Education Coordinating Board program database

   This project will consolidate information from multiple sources to ensure a single accurate source of program information and will allow administrators and researchers to access data on specific programs rather than only looking at broad program areas. Currently the Higher Education Coordinating Board (HECB) has three sources of data related to degree programs that are not linked in a single database. First, HECB is responsible for approval of new degree programs offered by the public baccalaureate institutions in Washington, including information about the status of proposed programs and changes to previously approved programs. Second, HECB is the State Approving Agency for the use of veteran's GI Bill benefits. In this role HECB maintains a database of all degree programs in the state that are approved for Veteran's benefits. Third, HECB is responsible for authorization of institutions of higher education to operate in Washington. Under this proposal these functions would be brought together under a single data system that could then be linked to the ESP-20 longitudinal data system. Synthesizing these will yield a single authoritative statewide degree program inventory which will provide accurate information on program availability and program success. It will enable researchers and administrators to answer questions such as do persistence or completion rates in the same or similar programs vary by location, delivery mode, or institution.

5.3 Department of Early Learning student information system.

This improvement to the Department of Early Learning's (DEL) student information system will result in an online system for data collection, management, and reporting that replaces the antiquated Early Childhood Education and Assistance Program (ECEAP) system and expands to include all children in early learning. The development of the system will involve aligning data standards and definitions across disparate data sources within DEL, and will result in a data dictionary and user manual for the DEL system. This project also involves the migration of historical ECEAP data into the new Early Learning Student Information System.

5.4 SBCTC data system enhancements

Funding would provide resources to create a data staging area to extract college data from the legacy systems and load into a college longitudinal database for automating data base interoperability among all 34 colleges, the SBCTC, other educational sectors, and the state's Education Research and Data Center. This repository will interoperate with data warehouses that integrate student, staff, financial and facility data. This will provide stakeholders with timely college data and will be designed to meet multiple stakeholder needs.

Currently data are retrieved from colleges monthly and most student data quarterly. This proposal will enable data to automatically be retrieved daily if required. Data errors can be identified and corrected before being reported to the state or federal government.

5.5 Workforce Training and Education Coordinating Board (WTECB) upgrade - improve data collection for private schools and training providers.

These improvements will add functionality to existing web-based systems that are used to communicate with training providers participating in the Private Vocational Schools (PVS) and Eligible Training Provider (ETP) systems. The improvements will facilitate uploading and validating participant records, including the ability to compare with prior records and to update rather than re-enter records for continuing students. The Workforce Board will add secure direct-entry student screens for use by the smaller and less technologically sophisticated schools, and a secure ftp site for the more sophisticated schools.

Once completed, the ESP-20 data system will meet the seven required capabilities and the twelve required elements outlined in the Request for Applications.

An illustration showing the flow of data into the P-20 longitudinal system, as well as representations of how the project outcomes fit into the picture, is in Figure 1 of *Appendix A*.

(c) Timeline for Project Outcomes

Task number, task, (number of months), *estimated start and finish months*, [party/parties responsible]

1 P–20 Data Governance

1.1 Interagency data sharing agreements (to share linked data) [ERDC + partner agencies]

1.1.1 Convene workgroup to get consensus on data sharing restrictions and requirements to maintain confidentiality (12 mos) *Jul 2010 – Jun 2011*
1.1.2 Get necessary approvals and AG opinions (6 mos) *Jan – Jun 2011*
1.1.2 Draft data sharing agreements & sign (3 mos) *Apr – Jun 2011*

1.2 Data use agreements and review process [ERDC + partner agencies]

1.2.1 Convene workgroup, develop appropriate data use (9 mos) *Jan – Sep 2011*
1.2.2 Draft protocol that outlines rules and review process (3 mos) *Oct – Dec 2011*
1.2.3 Gather input and finalize review data use protocol (3 mos) *Jan – Mar 2012*

1.3 Data request process [ERDC + partner agencies]

1.3.1 Convene workgroup to develop request process (who needs to review a request; what are requirements of requestor) (9 mos) *Jan – Sep 2012*
1.3.2 Develop documents from workgroup recommendations (3 mos) *Oct – Dec 2012*
1.3.3 Post data request documentation online (3 mos) *Jan – Mar 2013*

2 P–20 Research and Reporting

2.1 Feedback reports

2.1a K–12 reports: tracking into postsecondary education and workforce [ERDC, OSPI]
2.1a.1 Design report contents including gathering stakeholder input (6 mos) *Jul – Dec 2010*
2.1a.2 Develop interim report (3 mos) *Jan – Mar 2011*
2.1a.3 Incorporate input on findings and format (3 mos) *Apr – Jun 2011*
2.1a.4 Revise and disseminate interim reports (3 mos) *Jul – Sep 2011*
2.1a.5 Develop report from dw environment (6 mos) *Jan – Jun 2013*
2.1b Baccalaureate institution reports: tracking into or education and workforce [ERDC]
Tasks, timing as outlined in 2.1a above, but starting 1/2011 Jan 2011 – Jun 2013
2.1c CTC reports: tracking into 4–yr institutions, workforce *Jul 2011 – Jun 2013* [ERDC, SBCTC]
Tasks, timing as outlined in 2.1a above, but starting 7/2011

2.2 Research briefs and derived indicators [ERDC]

2.2a–e 5 research briefs: Outcomes of high school dropouts (3 mos each) *Oct 2010 – Dec 2011*
2.2f Derived indicators
2.2f.1 Gather input from data owners and stakeholders (4 mos) *Jan – Apr 2012*
2.2f.2 Develop interim measures (4 mos) *May – Aug 2012*
2.2f.3 Get feedback on findings and format (2 mos) *Sep – Oct 2012*
2.2f.4 Derive indicators from dw environment (4 mos) *Jan – Apr 2013*
2.2f.5 Produce indicators in electronic format (2 mos) *May – Jun 2013*

2.3 Research data sets [ERDC]

2.3.1 Data needs assessment (input from stakeholders) (3 mos) *Jul – Sep 2010*
2.3.2 Disclosure analysis research (3 mos) *Oct 2010 – Dec 2012*
2.3.3 Compile de–identified data into flat file (interim datasets) (3 mos) *Jan – Mar 2011*

2.3.4 Distribute individual–level interim data set (1 mos) *Apr – Apr 2011*
2.3.5 Compile and extract more comprehensive data (ongoing (18 mos) *Jan 2012 – Jun 2013*
2.3.6 Distribute research datasets (ongoing) (17 mos) *Feb 2012 – Jun 2013*

2.4 Training and outreach [ERDC]

2.4.1 Present ERDC info at conferences to promote ESP–20 capabilities (36 mos) *Jul 2010 – Jun 2013*
2.4.2 Visit Educational Service Districts and postsecondary institutions (36 mos) *Jul 2010 – Jun 2013*

2.5 Social services data–to–information project [DSHS]

2.5a Children's mental health project *Sep 2010 – Mar 2013*
2.5b Children and families of incarcerated parents project *Jan 2011 – Mar 2013*
2.5c Economic Services / Temporary Assistance for Needy Families project *Jan 2011 – Jun 2013*
2.5d Integrated Treatment Model / juvenile offenders project *Apr 2011 – Mar 2013*
2.5e Youth chemical dependency treatment project *Jul 2011 – Jun 2013*
Tasks for 2.5 projects (Tasks are same, but start/end dates vary by project. Dates shown are (a))
2.5.1 Literature review on social services and education (12 mos) *Jul 2010 – Jun 2011*
2.5x.1 Complete WA State Institutional Review Board Application (6 mos) *Sep 2010 – Mar 2011*
2.5x.2 Initiate data sharing agreements (6 mos) *Sep 2010 – Mar 2011*
2.5x.3 Complete IRB review (6 mos) *Sep 2010 – Mar 2011*
2.5x.4 Database architecture (15 mos) *Sep 2010 – Dec 2011*
2.5x.5 Tables built (9 mos) *Apr – Dec 2011*
2.5x.6 Programming and linkage (18 mos) *Jul 2011 – Mar 2013*
2.5x.7 Develop measures / Statistical analyses (6 mos) *Jul 2011 – Mar 2013*
2.5x.8 Format and generate annual reports (or Report writing) (18 mos) *Jul 2011 – Mar 2013*
2.5x.9 Communication to programs and documentation (6 mos) *Jul 2011 – Jun 2013*

2.6 Employment data handbook (9 mos) *Sep 2010 –May 2011* [WTECB, ERDC + partner agencies]

2.6.1 Workplan, stakeholder and workgroup meetings (2 mos) *Sept – Oct 2010*
2.6.2 Prepare draft, distribute for review (4 mos) *Nov 2010 – Feb 2011*
2.6.3 Prepare 2nd draft, circulate, review, prepare final (3 mos) *Mar – May 2011*

2.7 National Student Clearinghouse Student Tracker data (36 mos) *Jul 2010 – Jun 2013* [ERDC]

2.7.1 Incorporate data into longitudinal analysis (36 mos) *Jul 2010 – Jun 2013*
2.7.2 Incorporate data into data warehouse (18 mos) *Jan 2012 – Jun 2013*

3 P–20 Data Warehousing

3.1 Inventory data requirements for longitudinal research and reporting across P–20 (12 mos) *Jul 2010 – Jun 2011* [OFM]

3.1.1 Identify core facts and dimensions (3 mos) *Jul – Sep 2010*
3.1.2 Identify facts, dimensions unique to early learning and K–12 (3 mos) *Oct – Dec 2010*
3.1.3 Identify facts, dimensions unique to postsecondary education (3 mos) *Jan – Mar 2011*
3.1.4 Identify workforce facts and dimensions (3 mos) *Apr – Jun 2011*

3.2 Develop data dictionary for P–20 data warehouse (12 mos) *Jul 2010 – Jun 2011* [OFM]

3.2.1 Provide standard definitions, data types, valid values, relationships, business rules, and data sources for core facts and dimensions (3 mos) *Jul – Sep 2010*
3.2.2 Provide standard definitions, data types, valid values, relationships, business rules, and data sources for facts and dimensions unique to early learning and K–12 education (3 mos) *Oct – Dec 2010*
3.2.3 Provide standard definitions, data types, valid values, relationships, business rules, and data sources for facts, dimensions unique to postsecondary (3 mos) *Jan – Mar 2011*
3.2.4 Provide standard definitions, data types, valid values, relationships, business rules, and data sources for workforce facts and dimensions (3 mos) *Apr – Jun 2011*

3.3 Design and build P–20 database environment (24 mos) *Jul 2010 – Jun 2012* [OFM]

3.3a Conduct business, tech analysis of P–20 warehouse requirements (3 mos) *Jul – Sep 2010*
3.3b Create data model for P–20 dw (18 mos) *Jul 2010 – Dec 2011*
3.3b.1 Create model for P–20 metadata repository (with dictionary metadata) (3 mos) *Jul – Sep 2010*
3.3b.2 Create data model for facts and dimensions in P–20 data marts (12 mos) *Oct 2010 – Sep 2011*
3.3b.3 Create data model for P–20 staging area (3 mos) *Oct – Dec 2011*
3.3c Build P–20 dw environment from data model (18 mos) *Jul 2010 – Dec 2011*
3.3c.1 Build P–20 metadata repository from model (3 mos) *Jul – Sep 2010*
3.3c.2 Build P–20 data marts from model (12 mos) *Oct 2010 – Sep 2011*
3.3c.3 Build P–20 staging area from model (3 mos) *Oct – Dec 2011*
3.3c.4 Populate P–20 dimension tables containing master reference data (3 mos) *Oct–Dec 2011*

3.4 Integrate P–20 source data (24 **mos)** *Jul 2011 – Jun 2013* [OFM]

3.4.1 Develop procedures for importing source data into P–20 staging area using agreed–upon data interoperability frameworks and mechanisms (12 mos) *Jul 2011 – Jun 2012*
3.4.2 Specify how and when to validate, clean, conform, and match each imported source datum in P–20 staging area prior to loading in SLDS dw (6 mos) *Jul – Dec 2011*
3.4.3 Develop validation, cleaning, conforming, and matching procedures and workflows from specifications (12 mos) *Jan – Dec 2012*
3.4.4 Import, validate, clean, conform, and match all available historical source data in P–20 staging area using developed procedures and workflows (6 mos) *Jan – Jun 2013*

3.5 Populate P–20 data marts (12 **mos)** *Jul 2012 – Jun 2013* [OFM]

3.5.1 Develop procedures and workflows for transferring integrated source data in SLDS staging area to P–20 first–level data marts (6 mos) *Jul – Dec 2012*
3.5.2 Develop procedures and workflows for transferring data in P–20 first–level data marts to P–20 summary–level (including longitudinal) data marts (6 mos) *Jul – Dec 2012*

3.5.3 Transfer all available integrated historical data in P–20 staging area to first–level and summary–level (including longitudinal) data marts using developed procedures and workflows (6 mos) *Jan – Jun 2013*

4 P–20 Data Interoperability

4.1 Data transfers between ESP–20 and OSPI (36 mos) *Jul 2010 – Jun 2013* [OFM, OSPI]

4.2 Data transfers between ESP–20 and **DEL** (36 mos) *Jul 2010 – Jun 2013* [OFM, DEL]

4.3 Data transfers between ESP–20, **PCHEES, and SBCTC** (36 mos) *Jul 2010 – Jun 2013* [OFM, SBCTC]

4.4 Data transfers between ESP–20, **PCHEES, and HECB** (36 mos) *Jul 2010 – Jun 2013* [OFM, HECB]

4.5 Data transfers between ESP–20 and **ESD** (36 mos) *Jul 2010 – Jun 2013* [OFM, ESD]

4.6 Data transfers between ESP–20 and **WTECB** (36 mos) *Jul 2010 – Jun 2013* [OFM, WTECB]

Tasks for Outcomes 4.1 – 4.6:

4.x.1 Specify content and mechanism of data transfers between P–20 dw and *
(For OSPI and DEL: Schools Interoperability Framework) (12 mos) Jul 2010 – Jun 2011 [OFM, *]

4.x.2 Develop procedures for transferring data: * to P–20 dw (12 mos) Jul 2011 – Jun 2012 [*]

4.x.3 Develop procedures for transferring data: P–20 dw to *(12 mos) Jul 2012 – Jun 2013 [OFM]

5 P–20 Source System Enhancements

5.1 Expand PCHEES to include 2–year post–secondary (36 mos) *Jul 2010 – Jun 2013* [OFM, SBCTC]

5.1.1 Identify 2–year elements to include in PCHEES (12 mos) *Jul 2010 – Jun 2011* [OFM, SBCTC]

5.1.2 Revise model, database to accommodate 2–year elements (12 mos) *Jul 2011 – Jun 2012* [OFM]

5.1.3 Revise extraction, load procedures to accommodate 2–year data elements (12 mos) *Jul 2011 – Jun 2012* [OFM, SBCTC]

5.1.4 Develop new term enrollment reports to cover 2–year and combined (2–year and 4–year) enrollment activity (12 mos) *Jul 2012 – Jun 2013* [OFM]

5.1.5 Develop new data set downloads to cover 2–year and combined (2–year and 4–year) enrollment activity (12 mos) *Jul 2012 – Jun 2013* [OFM]

5.2 Build new HECB Approved Programs Data System (24 mos) *Jul 2010 – Jun 2012* [HECB]

5.2.1 Define/review project goals, scope, budget, timeline (2 mos) *Jul – Aug 2010*

5.2.2 Identify data inputs, data elements, use cases, output requirements, test cases, work breakdown structure (6 mos) *Sep 2010 – Mar 2011*

5.2.3 Software and data interface development/content aggregation (10 mos) *Apr 2011 – Jan 2012*
5.2.4 Implementation, functional testing, usability testing (3 mos) *Feb – Apr 2012*
5.2.5 Deployment, testing, training, evaluation (3 mos) *May – Jul 2012*

5.3 Early Learning Student Information System (ELSIS) (36 mos) *Jul 2010 – Jun 2013* [DEL]

5.3a Design and build ELSIS
5.3a.1 Conduct business and technical analysis: (a) aligning ECEAP and child care licensing provider standards; (b) ELSIS (4 mos) *Jul – Oct 2010*
5.3a.2 Identify core data elements collected and desired (3 mos) *Nov 2010 – Jan 2011*
5.3a.3 Identify integration points with professional development registry and subsidy payment systems (2 mos) *Nov – Dec 2010*
5.3a.4 Create data dictionary (3 mos) *Dec 2010 – Feb 2011*
5.3a.5 Create data model for transactional database (3 mos) *Jan – Mar 2011*
5.3a.6 Design user interface screens for ELSIS (3 mos) *Jan – Mar 2011*
5.3a.7 Design object model (business and data access objects) (3 mos) *Apr – Dec 2011*
5.3a.8 Develop database and objects (9 mos) *Apr – Dec 2011*
5.3a.9 Design and develop reports (5 mos) *Dec 2011 – Apr 2012*
5.3a.10 Conduct System Test and triage defects (3 mos) *Jan – Mar 2012*
5.3a.11 Create User Manual (3 mos) *Jan – Mar 2012*
5.3a.12 Pilot Early Learning Student Information System (3 mos) *Apr – Jun 2012*
5.3a.13 Conduct User Acceptance Testing and triage defects (3 mos) *Jul – Sep 2012*
5.3a.14 Expand the Early Learning Student Information System (9 mos) *Oct 2012 – Jun 2013*
5.3b Integrate historical ECEAP data into ELSIS (12 mos) *Jan – Dec 2012*
5.3c Design and build ELSIS Data Warehouse (12 mos) *Jul 2012 – Jun 2013*
5.3c.1 Conduct business and technical analysis of data warehouse (3 mos) *Jul – Sep 2012*
5.3c.2 Create data model for data warehouse (3 mos) *Oct – Dec 2012*
5.3c.3 Build data warehouse environment from data model (3 mos) *Jan – Mar 2013*
5.3c.4 Populate data warehouse (3 mos) *Apr – Jun 2013*

5.4 Migrate SBCTC data systems COBOL to SQL (18 mos) *Jul 2010 – Dec 2011* [SBCTC]

5.4.1 SBCTC data staging area
5.4.2 System requirements definition (4 mos) *Jul – Nov 2010*
5.4.3 Analysis– processes to extract and load data staging areas (3 mos) *Dec 2010 – Apr 2011*
5.4.4 Conceptual design and validation (2 mos) *Apr – Jun 2011*
5.4.5 Extract and load processes detail design (4 mos) *Jun – Oct 2011*
5.4.6 Data staging area detail design (4 mos) *Jun – Oct 2011*
5.4.7 Hardware/software installation (3 mos) *Sep 2010 – Jan 2011*
5.4.8 Development and testing data staging area/SQL 2008 (3 mos) *Oct 2011 – Jan 2012*
5.4.9 Development and testing data extract processes (6 mos) *Oct 2011 – Apr 2012*
5.4.10 Solution implementation (2 mos) *Apr – Jun 2012*

5.5 WTECB Source System Enhancement (18 mos) *Jul 2010 – Dec 2011* [WTECB]

5.5.1 Develop performance & procurement specifications (2 mos) *Jul – Sep 2010*
5.5.2 Select contractor & finalize contract (2 mos) *Sep – Nov 2010*

5.5.3 Develop additional secure web pages and database (6 mos) *Nov 2010 – May 2011*
5.5.4 Test (1 mos) *May – Jun 2011*
5.5.5 Revise and implement (1 mos) *Jun – Jun 2011*
5.5.6 Monitor and tune performance (6 mos) *Jul – Dec 2011*

(d) Project Management and Governance Plan

Leadership and Organizational Structure

The Evergreen State P-20 (ESP-20) project is based in the Education Research & Data Center (ERDC), within the Office of Financial Management (OFM). ERDC works in partnership with Office of Superintendent of Public Instruction (OSPI) as well as all other public education agencies of the state and the Employment Security Department. Figure 2 in Appendix A shows the State of Washington agency organization chart and the relationships among all state agencies and institutions referenced in this document.

The executive sponsors of the ESP-20 project represent the agencies that are jointly responsible for the success of the project. **Robert Butts** serves as the Assistant Superintendent in the Office of Superintendent of Public Instruction, responsible for agency policy and planning. In this role, he is serving as chair of the K-12 Data Governance Committee. **Irv Lefberg** is the Assistant Director of the Washington State Office of Financial Management, responsible for the Forecasting Division and the ERDC. **Thomas Jensen** is the Administrator for the Legislative Evaluation and Accountability Program committee, which collaborates with OFM in the operation of the ERDC. Each of the executive sponsors will devote 5 percent of in-kind time to the project.

The Project Sponsor is **James Schmidt**, who also serves as the Director of the ERDC. Dr. Schmidt has been involved in all aspects of ERDC work since its creation. He will devote 25 percent of in-kind time to the project, providing critical leadership and serving as a communication link between the ERDC, the ESP-20 project, and all other interests. He will provide overall project leadership and oversight to ensure that project work is completed successfully.

Project Management

Figure 3 in *Appendix A* portrays the project management structure proposed for the work of this grant. Résumés for all individuals mentioned in this section are included in Appendix B. Qualifications of individuals to be hired are included in the *Section 7 - Budget Narrative*.

Effective project management is vital to a project of this complexity. The benefits of good project management practices allow for successful delivery of project goals and objectives within the constraints of time, scope and schedule. Successful project management supports a well-defined set of project management practices. These include project management planning, project change management, risk and issue management, progress reporting, progress monitoring, and quality assurance reviews.

We are proposing a multi-tiered project management structure as follows:

A grant-funded contracted **Program Manager** will be hired to manage the ESP-20 project. This individual will have prior successful program management experience in a project of this size and complexity. The program manager will monitor all aspects of the project on a frequent basis, and will be the single point of contact for the ESP-20 project. Accurate status-reporting and time records, a central document repository for the project, a process for the management and resolution of issues arising during the project, a process for the recording and communication of risks identified during the project, and a standard for quality review of the key governance documents and of the project deliverables will be handled by the program manager. The Program Manager will serve as the front-line project manager for the Data Governance projects (Outcome 1), and the Research and Reporting projects (Outcome 2) that will be supervised by ERDC staff.

A grant-funded contracted **Data Warehouse Project Manager** will be hired to manage all aspects of the Data Warehouse Project (Outcome 3).

Kelly Ann Landers, a Senior Project Manager in OFM's Project Management Office, will serve as project manager for the Public Higher Education Consolidation project (Outcome 5.1). Ms. Landers will devote 50 percent of her time (0.5 FTE) to this grant-funded role.

Robert Billings, Chief Information Officer for the Higher Education Coordinating Board (HECB) will serve as Project Manager for the HECB system enhancements (Outcome 5.2) that will lead to a statewide degree program inventory system and increased interoperability between HECB and ERDC data systems. Mr. Billings will devote 10 percent of in-kind time to the project.

A grant-funded contracted **Project Manager** (1.0 FTE) will be assigned to manage the State Board for Community and Technical Colleges COBOL-to-SQL conversion (Outcome 5.4) and the Department of Early Learning (DEL) student information system modernization (Outcome 5.3). The Project Manager's time devoted to these two projects will be split equally – 50 percent for each project.

Washington State Information Services Board (ISB) Oversight

Investments at the level proposed in this application are subject to full Washington State Information Services Board (ISB) oversight. The ISB is a 15-member board that includes technology leaders from the executive, judicial, and legislative branches, the Superintendent of Public Instruction, a representative from higher education, a statewide elected official other than the governor and the private sector. The ISB is responsible for IT planning, acquisitions, policies and standards. The ISB reviews IT projects as required by Washington's investment and portfolio management policies.

Connie Michener and **Richard Duchaine**, both Senior Oversight and Technology Consultants for the Department of Information Services (DIS), will provide ISB oversight for the project. The oversight includes monthly status reports to the ISB. The consultants participate in all steering committee and project status meetings. Ms. Michener and Mr. Duchaine will devote 25 percent of in-kind time each to the project.

A grant-funded contracted **External Quality Assurance (QA) Professional** will be hired. This individual will collect information at regular intervals, perform site inspections, review and grade the information, identify risks and offer advice during report period intervals and consolidate the

measurements into the required progress reports for submission to the ISB. The reports will review completeness of project definition and planning, risks assessments and mitigation plans, staffing, schedules, issues, and other project controls. ERDC will competitively solicit and employ a nationally recognized consulting company to provide QA assessments over all three years of the project.

Governance Structure

The authority for ESP-20 lies in the ERDC. The ERDC, in turn, collaborates with P-20 partner agencies, both formally and informally. Two advisory groups provide input to the ERDC in a formal manner. The ERDC Agency Directors Advisory Group, which meets at quarterly intervals, is comprised of executive leadership of each of Washington's P-20 agencies. A Technical Advisory Group, made up of research and information technology staff of the P-20 agencies, serves as the first point of contact with P-20 agencies for technical matters. Both groups contain representatives from the ERDC partner agencies.

The Agency Directors Advisory group will review the progress of the project at appropriate points and provide feedback to the project team. They will ensure that any agency-specific issues encountered within each project are reviewed and handled appropriately.

P-20 agencies provide a valuable link to stakeholders outside state government. For example, as part of on-going data governance work conducted by OSPI, the work of the ERDC is a frequent meeting agenda item. This connection has made it possible for the ERDC to present information to a wide variety of K-12 stakeholders, including the Washington School Information and Processing Cooperative, the Center on Reinventing Public Education, the Center for Strengthening the Teaching Profession, the Washington Association of School Administrators, and the Washington State Parent Teacher Association. Funding requested as part of this grant will allow ERDC staff to enhance such outreach activities and give them a larger role in ongoing ERDC work.

The input from teachers, counselors, principals, and other school officials in the K-12 system is critically import in the development of reports, research data sets, and other products of the ESP-20 System. ERDC staff have taken advantage of opportunities to meet with representatives of the K-12 system who might have a need for P-20 information. For example, ERDC staff routinely participate in meetings of the Washington Education Research Association (WERA), an organization of education research professionals, many of whom are district-based. Receipt of grant funding will allow the ERDC to move ahead in this area at a pace much more rapidly and extensively than the current level of funding permits. As part of the funded work, the ERDC will send staff to each region of the state to meet with teachers, counselors and other school officials, along with representatives from the regions' community college, universities, workforce education providers, and labor market analysts. ERDC can present the capabilities of the ESP-20 system and solicit input as to the best ways to turn data into information that is useful to the variety of interests represented. Through these meetings the ERDC will establish a

network of contacts that will be used for future communication and ensure that input from the entire P-20 spectrum can be sustained.

In the postsecondary education area, the public baccalaureate institutions are ERDC partners. In addition, OFM, home of ERDC, has operated the student-level enrollment and outcomes system on behalf of these institutions since 1999. There are well-developed lines of communication between ERDC and institutional research professionals at each of the public baccalaureate institutions. The Council of Presidents has assisted in the coordination of communication between the ERDC and officials from the institutions in previous efforts and will continue in this role. The State Board for Community and Technical Colleges is also an ERDC partner agency. Funding provided in this grant will support ERDC in working with SBCTC staff to communicate with counselors, institutional research staff, and other interested parties at the state's community and technical colleges. Higher Education Coordinating Board staff will also be involved. As part of grant-funded activities, ERDC will build a network of postsecondary contacts that will allow for the design and continuous improvement of information products derived from the ESP-20 system.

All of the networks of communication developed as part of this project will be used for the dissemination of technical assistance and training for use of the information products developed with grant funding.

After the completion of the work proposed here, the system will continue to reside in ERDC and OFM will continue to operate the system with input from partner agencies.

Letters of Support

The broad base of support for the ESP-20 project is evidenced by the array of organizations and individuals who submitted letters of support. Individuals who support ESP-20 include Governor Gregoire, Superintendent Dorn, the members of the Washington Congressional Delegation, state legislators, and agency directors. *Appendix D* lists the supporters of this project and contains the letters.

(e) Staffing

Résumés for all individuals mentioned by name in this section are included in *Appendix B*. Qualifications of individuals to be hired are included in the *Section 7 - Budget Narrative*. Staffing details for project leadership and project management areas are contained in *Section 6 (d)*.

ERDC Staff (in-kind)

One of ERDC's goals is to conduct analyses of early learning, K-12, and higher education programs and education issues across the P-20 system. Because of this, current ERDC staff will play key roles in the project and will continue supporting ESP-20 at the conclusion of the grant.

Carol Jenner and **Debra Came** (50% first year, 25% in second and third years of grant funding each) will supervise the work of 4 Senior Analysts who will assist in completing the tasks associated with the Research and Reporting (Outcome 2). Both Dr. Jenner and Dr. Came have been a part of ERDC since its creation. Dr. Jenner has over 20 years of experience in working

with education data (postsecondary and K-12) and workforce data. She has developed the procedures for matching and linking across sectors and she prepared linked cross-sector longitudinal data sets designed for specific research efforts. Dr. Came has specialized in the analysis of longitudinal education and workforce data as a senior analyst in ERDC, and before that as a researcher for the TANF/WorkFirst program.

Melissa Beard will supervise the work of the grant in the area of data governance. Ms. Beard joined the ERDC in 2008. Her background includes work in several agencies in a variety of roles – education data analyst, budget analyst, legislative fiscal analyst, and grants coordinator – that make her well-suited to oversee the data governance work (Outcome 1). Ms. Beard's in-kind time commitment will be 50 percent in the first year and 25 percent in years 2 and 3.

Michael Gass and **Lynn Cole** will contribute in-kind time to oversee aspects of Data Warehouse development (Outcome 3), the Higher Education Data System Consolidation project (Outcome 5.1), and the P-20 Data Interoperability Project (Outcome 4). Dr. Gass will devote 50% of his time annually to these activities. Ms. Cole will devote 50% annually. Dr. Gass currently serves as manager and data architect for the state's student-level Public Higher Education Enrollment System (PCHEES). He has over 15 years of experience in higher education and information technology, including experience as institutional research director and data warehousing architect/manager. Ms. Cole has over 15 years experience as a senior information technology professional, much of that time working with PCHEES.

Project Team Staff (in-kind and grant-funded)

The following discussion describes, by outcome area, the additional staff contributing to the work proposed here. Qualifications and duties of new hires and contractors not included in the narrative are described at the end of this section.

Data Governance (Outcome 1)

One staff member whose time will be devoted to the data governance effort will be hired with grant funding. This individual will be based in the ERDC.

An additional grant-funded 0.25 FTE education analyst position will be assigned to the Council of Presidents (COP) office to coordinate data governance issues with the six public baccalaureate institutions represented by COP.

Research and Reporting (Outcome 2)

Four Senior Analysts (4.0 FTE) will be hired for the work of the grant in the area of Research and Reporting. These analysts will be responsible for developing prototype feedback reports and research datasets in response to input from potential users of ESP-20 information. The design work performed here will inform the data warehouse developers and influence the design of data marts to address specific research/feedback areas.

Two Research Analysts (2 FTE) will be hired with grant funds to conduct the work of the Social Services Data-to-Information Project and 0.25 FTE of a Research Analyst will be hired to create the Employment data handbook.

Data Warehouse (Outcome 3)

The ERDC will competitively solicit and employ a nationally recognized consulting company to conduct a feasibility study of the business and technical requirements for the ESP-20 data warehouse. Grant funding will cover this work.

A Senior Data Analyst (1.0 FTE) will be hired to coordinate the inter-agency data inventory.

A Senior Data Analyst (0.75 FTE) will serve as ERDC data steward, coordinate the development of the P-20 data dictionary, and provide data analysis and documentation in support of the other data warehousing outcomes and research and reporting outcomes.

2 grant-funded contracted Senior ETL (Extract-Transform-Load) Developers (2.0 FTE) will develop integration procedures and data marts.

A grant-funded contracted senior data administrator (1.0 FTE) will be responsible for data modeling and database administrative tasks.

A grant-funded experienced tester (1.0 FTE) will be responsible for quality assurance testing.

P-20 Data Interoperability (Outcome 4)

A Senior Data Analyst (1.0 FTE) will be hired with grant funds to coordinate the design and development of all P-20 data interoperability frameworks and procedures.

Application Developers (0.8 FTE in year 1, 0.65 FTE in year 2, and 1.0 FTE in year 3) will be hired to design and develop data interoperability procedures between data systems of the State Board for Community and Technical Colleges (SBCTC), the Workforce Training and Education Coordinating Board (WTECB), and the Higher Education Coordinating Board (HECB) and the P-20 Data Warehouse.

Source System Enhancement: Public Higher Education Consolidation (Outcome 5.1)

The Public Higher Education Consolidation project will be completed with the following grant-funded staff:

- A Senior Data Analyst (0.25 FTE)
- Two Application Developers: Lead Developer (0.25 FTE in years 2 and 3), Developer (1.0 FTE years 2 and 3)
- A Product Consultant (0.5 FTE, years 2 and 3)
- An experienced tester responsible for quality assurance testing (1.0 FTE years 2 and 3)

Source System Enhancement: HECB Project (Outcome 5.2)

A grant-funded Application Developer (1.0 FTE) will be hired to develop database structure, links to external data, procedures to import and verify data, a data dictionary, user interfaces, data interfaces, and reports. This individual will also conduct usability testing and training.

A grant-funded Project Coordinator (1.0 FTE) will be hired to work with staff at the various agencies to establish data-sharing agreements as needed and to ensure that the data is consistent with their needs. The Project Coordinator will also work with the Application Developer in usability testing and end-user training and will also develop a user's guide for the program database.

Source System Enhancement: DEL Project (Outcome 5.3)

Three grant-funded staff (3.0 FTE) will be hired for the development of the early learning information system – a Database Administrator and 2 Applications Developers

A grant-funded contract Data Architect (1.0 FTE) will oversee the modeling, development, and implementation of the online transactional database and the data warehouse.

James Minkler, DEL Chief Information Officer, and **Corina McCleary**, DEL Technical Program Manager, will provide in-kind services to the project.

Source System Enhancement: SBCTC COBOL to SQL Project (Outcome 5.4)

Grant funding will support a Data Architect (1.0 FTE), a Database Administrator (0.5 FTE), and an Applications Developer (0.5 FTE) for the SBCTC project.

Source System Enhancement: WTECB (Outcome 5.5)

A grant-funded contract Applications Developer (1.0 FTE) will be hired to complete the WTECB project.

P-20 Partner Agency Staff (in-kind)

In-kind contributions of time and effort by experts from the P-20 partner agencies of the ERDC are critical to the success of the ESP-20 project. The following individuals will provide project guidance and input. Résumés for all are included in *Appendix B*.

Office of Superintendent of Public Instruction
Dr. Joe Willhoft, Assistant Superintendent, Assessment and Student Information
Dr. Robin Munson, Director, Student Information
Peter Tamayo, Chief Information Officer
Debbie Spaulding, Director, Information Technology Project Management

Higher Education Coordinating Board
Dr. Jan Ignash, Deputy Director of Policy, Planning & Research
Dr. Evelyn Hawkins, Associate Director, Fiscal Policy
Dr. Christy England-Siegerdt, Associate Director for Research, Student Financial Assistance

State Board for Community and Technical Colleges
David Prince, Director for Research and Analysis
Carmen Stewart, Research and Data Manager

Department of Early Learning
Katherine Verville, Chief Operating Officer

Council of Presidents
Michael Reilly, Assistant Director

Workforce Training and Education Coordinating Board
David Pavelchek, Research Manager

Department of Social and Health Services
Dr. Elizabeth Kohlenberg, Director, Research and Data Analysis
Dr. Sharon Estee, Chief, Program Research and Evaluation Section
Dr. Barbara Lucenko, Senior Research Manager
Dr. David Mancuso, Senior Research Supervisor

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **WA SLEDS Optional Attachments** Pages: **15** Uploaded File: **D:\Appendix_A.pdf**

APPENDIX A: Optional Attachments

Key to Acronyms

Washington State Education Agency Acronyms A-2
Other Acronyms Used A-2

Figures

1: Data Flow with Outcomes A-3
Illustration of data flow into P-20 data warehouse, and representation of where project outcomes fit into the process

2: State Agency Organization Chart A-4
Illustration of relationships among state agencies and institutions referenced in this proposal

3: Project Management Structure A-5
Structure proposed for the work of this grant, including project management and organization

Letters of Agreement

Stan Marshburn, Deputy Director, Office of Financial Management (OFM) A-6

Tom Jensen, Administrator, Legislative Evaluation and Accountability Program Committee (LEAP) A-8

Kate Verville, Chief Operating Officer, Department of Early Learning (DEL) A-9

Michael Scroggins, Chief Information Officer, State Board for Community and Technical Colleges (SBCTC) A-10

Robert Billings, Chief Information Officer, Higher Education Coordinating Board (HECB) A-11

Terry Teale, Executive Director, Council of Presidents (COP) A-12

Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board (WTECB) A-13

Susan Dreyfus, Secretary, Department of Social and Health Services (DSHS) A-14

Tony Tortorice, Director/Chief Information Officer, Department of Information Systems (DIS) A-15

Washington State Agency Acronyms

COP – Council of Presidents
DEL – Department of Early Learning
DIS – Department of Information Services
DOC – Department of Corrections
DSHS – Department of Social and Health Services
ESD – Employment Security Department
HECB – Higher Education Coordinating Board
LEAP – Legislative Evaluation and Accountability Program
OFM – Office of Financial Management
OSPI – Office of Superintendent of Public Instruction
PESB – Professional Educator Standards Board
SBCTC – State Board for Community and Technical Colleges
SBE – State Board of Education
WTECB – Workforce Training and Education Coordinating Board

Other Acronyms Used in this Document

CEDARS – Comprehensive Education Data and Reporting System (OSPI)
CFR – Code of Federal Regulations
ERDC – Education Research and Data Center
ESA – Economic Services Administration
ESP-20 – Evergreen State P-20
ETL – Extract, transform, load
FERPA – Family Educational Rights and Privacy Act
HIPAA – Health Insurance Portability and Accountability Act
ITM – Information and Technology Management
JRA – Juvenile Rehabilitation Administration
NCES – National Center for Education Statistics
PCHEES – Public Centralized Higher Education Enrollment System
PESC – Postsecondary Electronic Standards Council
SIF – Schools Interoperability Framework
TANF – Temporary Assistance to Needy Families

Figure 1

ESP-20 Data Flow with Outcomes

HECB – Higher Education Coordinating Board
OSPI – Office of Superintendent of Public Instruction
SBCTC – State Board for Community and Technical Colleges
WTECB – Workforce Training and Education Coordinating Board
CEDARS – Comprehensive Education Data and Reporting System (K-12)
PCHEES – Public Centralized Higher Education Enrollment System

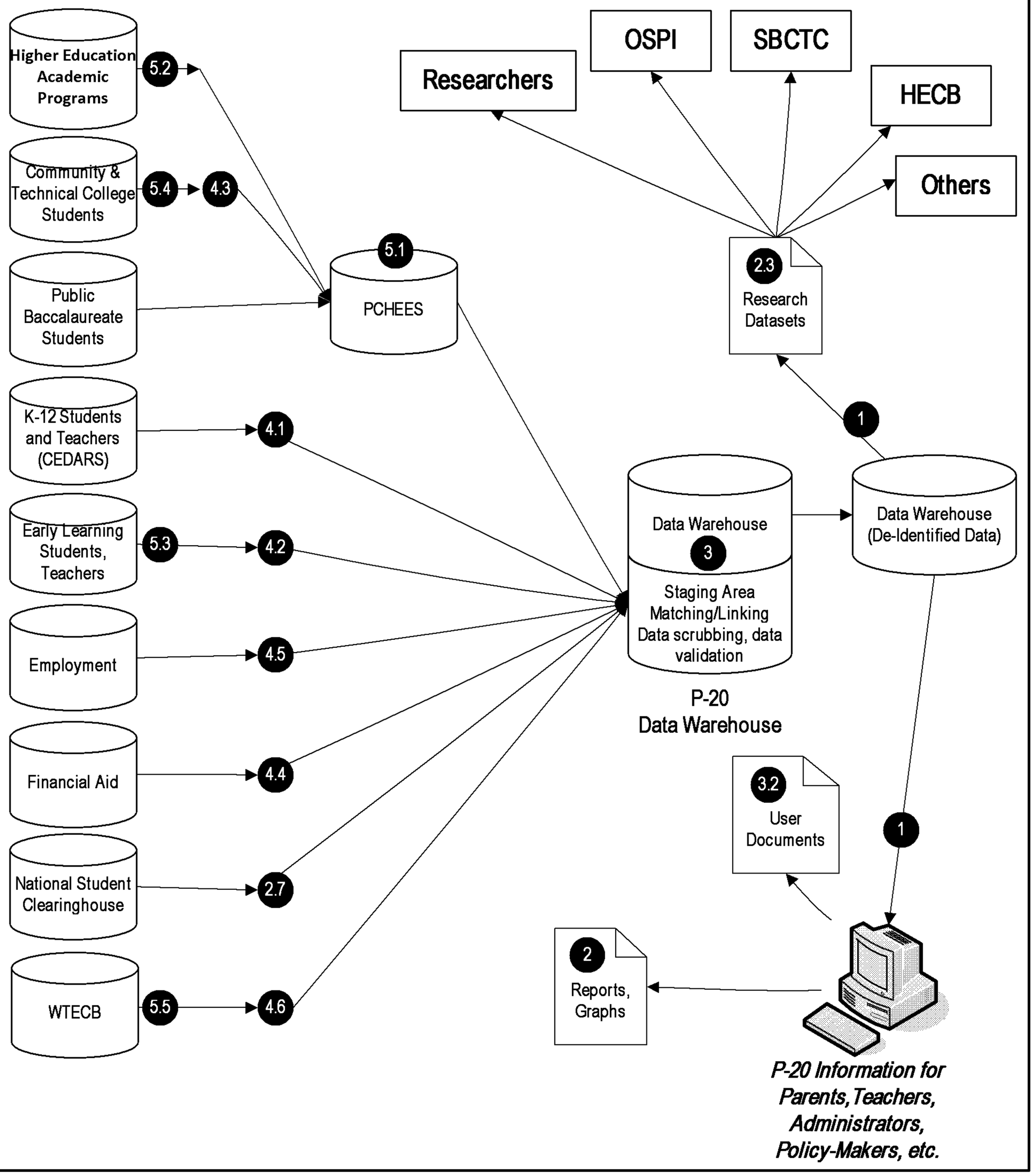
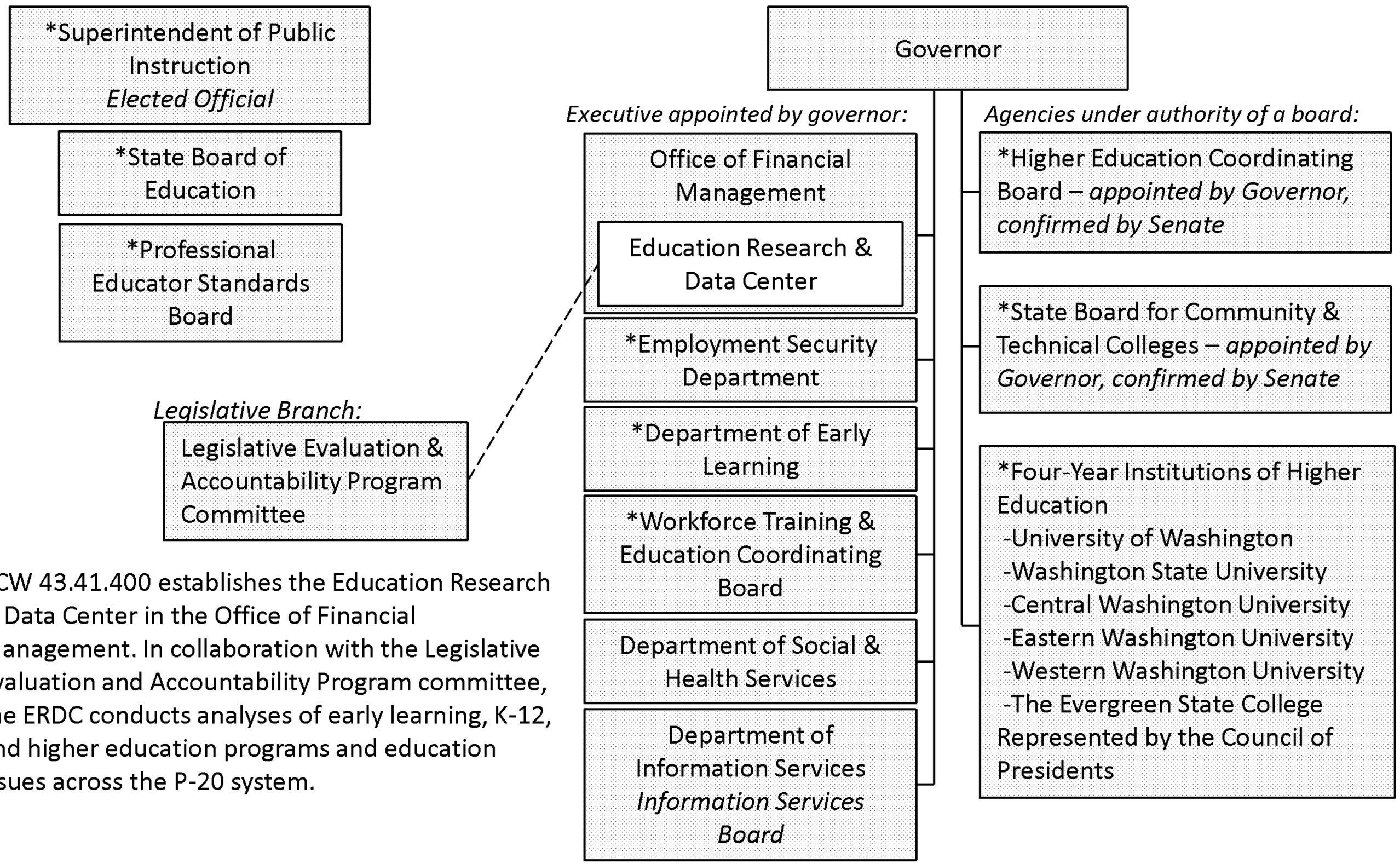


Figure 2
Washington Education Agencies

Organizational Structure within State Government



RCW 43.41.400 establishes the Education Research & Data Center in the Office of Financial Management. In collaboration with the Legislative Evaluation and Accountability Program committee, the ERDC conducts analyses of early learning, K-12, and higher education programs and education issues across the P-20 system.

**P-20 Partner Agencies of Education Research & Data Center*

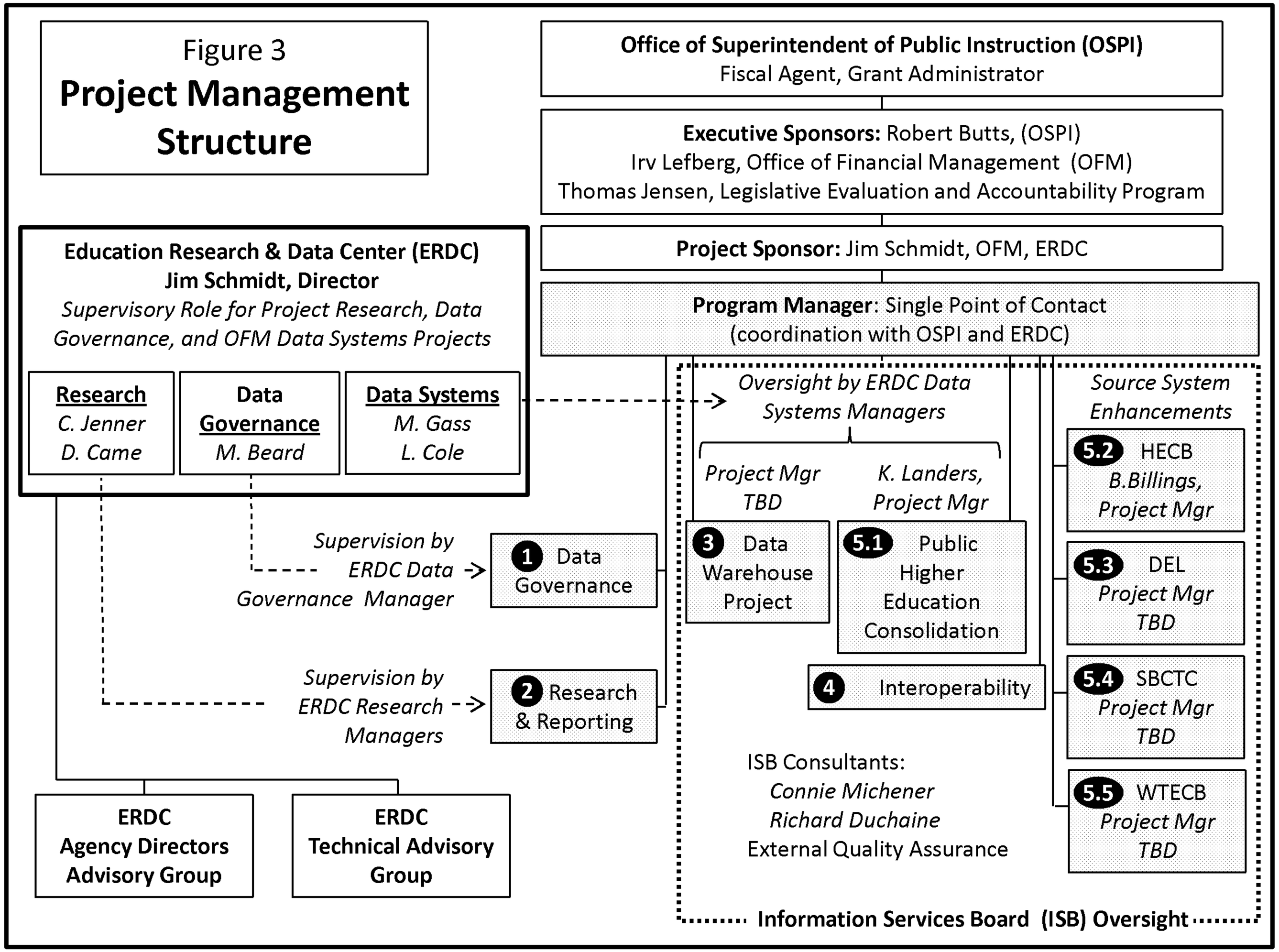


Figure 3
Project Management Structure
Office of Superintendent of Public Instruction (OSPI)
Fiscal Agent, Grant Administrator
Executive Sponsors: Robert Butts, (OSPI)
Irv Lefberg, Office of Financial Management (OFM)
Thomas Jensen, Legislative Evaluation and Accountability Program
Project Sponsor: Jim Schmidt, OFM, ERDC
Program Manager: Single Point of Contact
(coordination with OSPI and ERDC)
Education Research & Data Center (ERDC)
Jim Schmidt, Director
Supervisory Role for Project Research, Data Governance, and OFM Data Systems Projects
Research
C. Jenner
D. Came
Data Governance
M. Beard
Data Systems
M. Gass
L. Cole
Supervision by ERDC Data Governance Manager
Supervision by ERDC Research Managers
1 Data Governance
2 Research & Reporting
ERDC Agency Directors Advisory Group
ERDC Technical Advisory Group
Oversight by ERDC Data Systems Managers
Project Mgr TBD
K. Landers, Project Mgr
3 Data Warehouse Project
5.1 Public Higher Education Consolidation
4 Interoperability
ISB Consultants:
Connie Michener
Richard Duchaine
External Quality Assurance
Source System Enhancements
5.2 HECB
B.Billings, Project Mgr
5.3 DEL
Project Mgr TBD
5.4 SBCTC
Project Mgr TBD
5.5 WTECB
Project Mgr TBD
Information Services Board (ISB) Oversight

STATE OF WASHINGTON
OFFICE OF FINANCIAL MANAGEMENT
Insurance Building, PO Box 43113 • Olympia, Washington 98504-3113 • (360) 902-0555

November 9, 2009

Mr. Ken Kanikeberg
Chief of Staff
Office of the Superintendent of Public Instruction
P.O. Box 47200
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

I am writing to confirm that the Washington State Office of Financial Management (OFM) is fully prepared and committed to supporting the Office of the Superintendent of Public Instruction (OSPI) in our joint effort to implement the State Longitudinal Education Data System (SLEDS) grant, if awarded by the U.S. Department of Education.

As you know, the Legislature established the Education Research and Data Center (ERDC) in 2007, which is administratively located in OFM. Designated by the Legislature as an authorized representative of the state educational agencies, the ERDC and OSPI have worked together effectively over the last two years to establish the structure and process for an integrated P-20 (and workforce) data system. The cooperation between our two agencies has already resulted in a working research data base, linking student data from the K-12, baccalaureate, and community college systems.

Much of the work under the SLEDS grant proposal would be done by OFM and ERDC. OFM is committed to fully supporting the project to enhance and expand the work being done by the ERDC, to achieving the proposed outcomes over the project's three year duration, and to sustaining these efforts into the future.

Major elements of the structure and process needed to support the grant are already in place with additional pieces added by the time a grant is awarded. Current and future support for SLEDS within OFM includes:

- Management of the ERDC within OFM's Forecasting Division, which has major data and research responsibilities for OFM and for many other statewide data infrastructure programs.

- Support from OFM's Information Services Division for project management and software applications for the state's baccalaureate student enrollment data base – the Public Centralized Higher Education Enrollment System (PCHEES). OFM has been responsible for PCHEES for more than two decades. An enhanced version of PCHEES will be a central element of SLEDS. A-6

- Chairmanship of an education data governance and oversight group consisting of the directors of the state education agencies and the statutory partners of the ERDC. As you know, the Superintendent of Public Instruction participates on this group.

- Chairmanship of an interagency workgroup – the Education Data Sharing and Linking Group – that oversees the technical aspects of current efforts to integrate education data across agencies.

All of these current efforts will be maintained and deployed in support of the SLEDS grant. In addition, OFM will support and participate in budget and grant management structures described in the grant proposal. OFM's Information Services Division has already begun working with the state's Department of Information Services (DIS) to ensure that the SLEDS project would receive the best project management and quality assurance support available for large and important interagency IT projects.

As the Deputy Director and chief operations officer of OFM, I will work with OFM Assistant Director for Forecasting, Dr. Irv Lefberg, and Chief Information Officer, Lynne McGuire, to provide executive sponsorship and oversight for the grant project, including serving as liaison with DIS.

OFM looks forward to continuing its strong collaboration with OSPI in this very important and exciting endeavor.

Sincerely,

Stan Marshburn
Deputy Director

3309 Capitol Boulevard
P.O. Box 40934
Olympia, WA 98504-0934

LEAP
committee
Tom Jensen, Administrator

(360) 786-6111
Fax (360) 786-6130
http://leap.leg.wa.gov

Legislative Evaluation & Accountability Program Committee

REPRESENTATIVES ♦ Glenn Anderson ♦ Mark Miloscia, Vice Chair ♦ Larry Seaquist ♦ Joe Schmick
SENATORS ♦ Mary Margaret Haugen ♦ Chris Marr ♦ Dan Swecker, Chair ♦ Vacant

Ken Kanikeberg
P.O. Box 47200
600 Washington St SE
Olympia, WA 98504-7200

Dear Ken,

The Legislative Evaluation and Accountability Program (LEAP) Committee, a partner of the Education and Research Data Center (ERDC), is pleased to support the Office of Superintendent of Public Instruction (OSPI) application to the Institute of Education Services for a Washington P-20 Longitudinal Education-Workforce Data System. This unique relationship between the Executive and Legislative branches will provide an environment that informs policy makers and promotes student learning.

The 2007 Washington State Legislature created the ERDC with LEAP as a statutory partner. LEAP has been working with the ERDC, OSPI, and the other education partners for over two years to establish data-sharing agreements, address privacy issues, and develop linking procedures among the P-20 datasets. LEAP is dedicated to this effort and is prepared to continue to commit resources with the ultimate goal of returning linked, non-identified research information to teachers, administrators, researchers, the Governor, and the state Legislature.

Resources have been limited and consequently progress on the P-20 Longitudinal System has been slow. With additional resources, the education partners of Washington State will implement a more comprehensive system and begin sharing valuable information much sooner.

The LEAP Committee looks forward to working closely the ERDC, OSPI, and the other education agencies to develop the Washington P-20 Longitudinal Education-Workforce Data System.

Sincerely,

Tom Jensen

Tom Jensen
Administrator
Legislative Evaluation and Accountability Program Committee

A-8

STATE OF WASHINGTON
DEPARTMENT OF EARLY LEARNING
PO BOX 40970 - Olympia, Washington 98504-0970
360.725.4665 - FAX 360.413.3482

November 9, 2009

Ken Kanikeberg
PO Box 47200
600 Washington St SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

The Department of Early Learning (DEL) is pleased to be a partner in the application submitted to the Institute of Education Services by the Washington Education Research and Data Center (ERDC) for a Statewide Longitudinal Data System Grant. This grant will afford the State of Washington the opportunity to expand on work in the state to gather and analyze comprehensive data and for the inclusion of information pertaining to all young children in preschool and all other settings. A Statewide Longitudinal Date System represents a tremendous opportunity for research and evaluation that can inform policy and practice for all children in Washington.

We are prepared to provide staff time and expertise to support Washington's P-20 longitudinal data system and to share and exchange data about our youngest learners. DEL will be responsible for data collection and for sharing and exchanging data. The establishment of collaborative partnerships will help to link and expand on current initiatives in Washington and develop a venue for data sharing and support.

Washington's Department of Early Learning fully supports this grant application and the ERDC. We look forward to working with the partners and feel certain that the proposal will be of great benefit to the children of the state.

Sincerely,

Kate Verville

Kate Verville
Chief Operating Officer

November 9, 2009

Ken Kanikeberg
Office of Superintendent of Public Instruction
PO Box 47200, 600 Washington St SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

The Washington State Board for Community and Technical Colleges is pleased to support the Washington State Office of Superintendent of Public Instruction's application to the Institute of Education Services for a statewide Longitudinal Data System grant. This grant will facilitate and enable partnerships between all segments of education in the development of a robust data system that provides accurate, timely, and comprehensive data for decision making. This data system will inform public policy on education issues far into the future.

We are prepared to provide staff with expertise in the architectural, technical, and analytical aspects of longitudinal data systems to support Washington's effort toward tracking students, sharing data, and exchanging data. Our staff is also prepared to work on existing data systems that can be leveraged by updating the technology and enabling their interoperability. Our leadership understands the value of data driven decision making and has invested in staff to support these processes.

The Washington State Board for Community and Technical Colleges hopes you are successful with this grant application. We look forward to working with the grant participants as we have many times in the past. The success of this grant and the accomplishment of its purpose will benefit students, teachers and faculty, and the public by improving educational services.

Sincerely,

Michael D. Scroggins
Deputy Executive Director, Information Technology Division
Chief Information Officer

Charles N. Earl, *Executive Director* • 1300 Quince Steet SE • P.O. Box 42495 • Olympia, WA 98504-2495 • 360-704-4400 Office • 360-704-4415 Fax

JESUS HERNANDEZ
CHAIR

ANN DALY
EXECUTIVE DIRECTOR

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

November 10, 2009

Mr. Ken Kanikeberg
PO Box 47200
600 Washington St SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

The Washington State Higher Education Coordinating Board (HECB) is pleased to be a partner in the Washington P-20 Longitudinal Education-Workforce Data System grant program application (CFDA 84.384) submitted by the Office of Superintendent of Public Instruction (OSPI) in partnership with the Washington State Education Research and Data Center (ERDC).

This grant will enable the OSPI and ERDC to accelerate development of the state's P-20 Education/Workforce system in a number of key areas, including the development of a single, authoritative statewide degree program database which will provide accurate information on program availability and program success. The HECB will be responsible for the overall management of the program database project and will ensure that all goals, objectives and deliverables of the project are on time and within budget. As such, the HECB is prepared to provide project management expertise, supervisory oversight, systems analysis, database design expertise, and workspace resources from our Information Services department in support of this effort.

The Higher Education Coordinating Board fully supports the OSPI and ERDC in this effort and believes the success of this grant application will lead to significant enhancements to our state's efforts in developing a statewide longitudinal data system.

Sincerely,

R. Billings

Robert P. Billings
Chief Information Officer
Higher Education Coordinating Board
917 Lakeridge Way SW
Olympia, Washington 98504-3430

Council of Presidents

Representing Washington's Public Baccalaureate Institutions

Terry Teale, Executive Director

November 5, 2009

Ken Kanikeberg
Office of the Superintendent of Public Instruction
PO Box 47200
600 Washington St. SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg,

The Council of Presidents, representing Washington's six public baccalaureate institutions (University of Washington, Washington State University, Central Washington University, Eastern Washington University, Western Washington University and The Evergreen State College), supports the Superintendent of Public Instruction's application for a Statewide Longitudinal Data System Grant for the State of Washington.

The Council of Presidents and our public baccalaureate institutions are partners in a number of collaborative efforts in the State of Washington aimed at improving the collection of education data across all sectors. We have a strong working relationship with all of our partners, including the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board. We work very closely with the Office of Financial Management's Education Research and Data Center by providing detailed student-level enrollment data via the Public Centralized Higher Education Enrollment System (PCHEES).

This project will provide a critical analytical and longitudinal tool that will bring together data from all levels of our education communities and convert the data into information to inform critical policy decisions at sector transition points. Washington State has initiated a number of comprehensive and collaborative efforts aimed at improving student learning and success. We are particularly interested in data that helps us to understand what drives success at the critical junctions between our education sectors, as students transition from high school to post-secondary studies to the workplace.

The Council of Presidents will assist in the facilitation of the project . COP will provide videoconferencing facilities, meeting and office space to support the .25 FTE staff funding requested in the grant, and any other support necessary for the success of this project.

Sincerely,

Terry Teale
Executive Director

A-12

410 11th Ave SE, Suite 101
Olympia, WA 98501

www.councilofpresidents.org

PHONE: (360 292-4100
FAX: (360) 292-4110

STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
128 - 10th Avenue, S.W. • P.O. Box 43105 • Olympia, WA 98504-3105
Phone: 360-753-5662 • Fax: 360-586-5862 • Web: www.wtb.wa.gov • E-mail: wtecb@wtb.wa.gov

November 10, 2009

Ken Kanikeberg, Chief of Staff
Office of the Superintendent of Public Instruction
600 Washington St SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

I am pleased to support Washington State's application for Statewide Longitudinal Data Systems Grant funding under the Fiscal Year 2009 American Recovery and Reinvestment Act. The system represents an important opportunity to further our use of longitudinal multi-level interstate education and workforce data in policy and outcomes assessment. Development of our ongoing system was set in motion by the state law establishing the Workforce Training & Education Coordinating board, and this work has been ongoing for more than a decade. The additional activities proposed will help expand the scope of partners and data included in the process, and the ways in which outcome data can inform policy and practice.

Our staff will be available to participate in the overall interagency partnership for this proposal, as well as the roles identified for our agency in the proposal, specifically for improvements to data collection from workforce education and training providers, advancing system interoperability, and documenting for possible replication the successful interagency practices developed over the last ten years.

Given our agency's focus on performance research and analysis and wide coverage of workforce-related programs, secondary and post-secondary, public and private, improvements in longitudinal data capabilities are an important objective. Our experience working with this data has shown that education and workforce outcomes are inevitably inter-related and must be analyzed jointly in order to understand their effects and their important role in economic development.

We look forward to working with OSPI and the other partner agencies in upgrading and expanding our capacity to carry out the important task of bringing better information into the education and training process.

Sincerely,

Eleni Papadakis
Executive Director

STATE OF WASHINGTON

DEPARTMENT OF SOCIAL AND HEALTH SERVICES

P.O. Box 45011, Olympia, Washington 98504-5011

November 2, 2009

Ken Kanikeberg, Chief of Staff
Office of Superintendent of Public Instruction
PO Box 47200
600 Washington St SE
Olympia, WA 98504-7200

RE: Education Research and Data Center (ERDC)
Statewide Longitudinal Data Systems (SLDS) grant proposal

Dear Ken,

On behalf of the Department of Social and Health Services (DSHS), I am pleased to offer my support for Washington State's Statewide Longitudinal Data Systems (SLDS) grant application. I am delighted that one of the objectives of your grant is to develop processes to link education and social services data, which has long been a goal of our Department. Through this collaborative arrangement, our agencies will gain important knowledge about the populations we serve and further develop the ability to improve services. Given our shared objective of increasing educational success for Washington's children, it is a logical step that the Education Research and Data Center (ERDC) and our Research and Data Analysis (RDA) staff have come together for this important effort.

DSHS has long been interested in education outcomes for our clients. We are particularly interested in understanding the challenges facing children and youth transitioning to adulthood. Working with educational data – particularly such outcomes as school attendance, high school completion, and participation in higher learning – will allow us to evaluate the impacts of our programs serving youth, young adults and families, and to focus on strengthening those impacts in the future.

I am excited about each of the proposed performance measurement and research projects that will serve as springboards for future projects of interest to both of our agencies. This work has the potential to live far beyond the funding period, in that the processes and procedures will be in place to continue monitoring education outcomes for specific populations and projects.

I enthusiastically support DSHS participation in this important proposal and the projects proposed.

Sincerely,

Susan N. Dreyfus
Secretary

A-14

STATE OF WASHINGTON

DEPARTMENT OF INFORMATION SERVICES

Olympia, Washington 98504-2445

November 18, 2009

Ken Kanikeberg, Chief of Staff
Office of Superintendent of Public Instruction
PO Box 47200
600 Washington St SE
Olympia, WA 98504-7200

Mr. Kanikeberg,

The Washington State Department of Information Services (DIS) strongly supports the application submitted by the Office of Superintendent of Public Instruction (OSPI) to the U.S. Department of Education, Institute of Sciences for Statewide Longitudinal Data Systems Grant.

Development of Washington State's Statewide Longitudinal Education Data System will provide a comprehensive centralized source of data representing early learning, K-12, postsecondary, workforce, and social services in the Education Research and Data Center (ERDC). Data governance sharing agreements will be established with the Washington State Attorney General, state government agencies and education institutions to ensure the security and privacy of student identification.

The State of Washington has a risk based approach for information technology projects. DIS will assign two IT Management and Oversight Consultants throughout the lifecycle of the project. DIS staff will provide an independent assessment of the project's quality assurance and project management activities as it relates to scope, schedule and budget on a monthly basis.

I look forward to working with all grant participants to further enhance the cross sector collaboration decision making process to fundamentally change education expectations, delivery, and results.

Sincerely,

Tony Tortorice

Tony Tortorice, Director and Chief Information Officer
Department of Information Services

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Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Washington State SLEDS Resumes** Pages: **67** Uploaded File:
W:\ARRA\Application\toKathleen\Appendix_B_Resumes.pdf

APPENDIX B: Résumés of Key Personnel

Name	Title	Agency	Associated with Outcome(s)
Robert Butts	Assistant Superintendent	OSPI	All
Irv Lefberg	Assistant Director	OFM	All
Tom Jensen	Administrator	LEAP	All
Jim Schmidt	Senior Forecast Coordinator	OFM	All
Carol Jenner	Senior Analyst	ERDC	2
Deb Came	Senior Analyst	ERDC	2
Melissa Beard	Senior Forecast Analyst	ERDC	1
Michael Gass	Data Systems Manager	ERDC	3, 4, 5.1
Lynn Cole	Forecast Analyst	ERDC	3, 4, 5.1
Lynne McGuire	Chief Information Officer	OFM	3, 4, 5.1
Dan Cole	Portfolio Manager	OFM	3, 4, 5.1
Kelly Ann Landers	Senior Project Manager	OFM	5.1
Kate Verville	Chief Operating Officer	DEL	1, 2, 4.2, 5.3
James Minkler	Information Technology Manager	DEL	4.2, 5.3
Corina McCleary	Technical Program Manager	DEL	4.2, 5.3
Joe Willhoft	Assistant Superintendent	OSPI	1, 2
Robin Munson	Director of Student Information	OSPI	1, 2
Peter Tamayo	Chief Information Officer	OSPI	4.1
Debbie Spaulding	Director, Project Management	OSPI	4.1
David Prince	Director for Research and Analysis	SBCTC	1, 2, 4.3, 5.4
Carmen Stewart	Research and Data Manager	SBCTC	1, 2, 4.3, 5.4
Jan Ignash	Deputy Director	HECB	1, 2, 4.4, 5.2
Robert Billings	Chief Information Officer	HECB	4.4, 5.2
Evelyn Hawkins	Associate Director	HECB	1, 2
Christy England-Siegert	Associate Director for Research	HECB	1, 2
Michael Reilly	Assistant Director	COP	1, 2
Dave Pavelchek	Research Manager	WTECB	1, 2, 4.6, 5.5
Elizabeth Kohlenberg	Director	DSHS	2.5
Sharon Estee	Chief, Prog. Research and Eval.	DSHS	2.5
David Mancuso	Senior Research Supervisor	DSHS	2.5
Barbara Lucenko	Senior Research Manager	DSHS	2.5
Connie Michener	Sr Policy and IT Management & Oversight Consultant	DIS	3, 4, 5
Richard Duchaine	Sr Oversight and Tech Consultant	DIS	3, 4, 5

Robert Butts
bob.butts@k12.wa.us

EDUCATION:

Master of Public Administration. University of Washington. 1980
Bachelor of Arts. Environmental studies. Evergreen State College. 1975

WORK HISTORY:

Assistant Superintendent, Policy and Planning. WA State Superintendent of Public Instruction. Olympia. 12/96 to 8/00 and 12/01 to date. *While at the Office of Superintendent of Public Instruction, I have served in a number of different capacities. Currently, I serve as the chair of the K-12 Data Governance Committee and coordinate the superintendent's policy and planning efforts. In the past, I was on temporary loan to the State Board of Education where I served as the board's Executive Director, coordinated the development of the high school graduation alternative assessments (e.g. Collection of Evidence), participated in the creation of the state's school improvement process, and was involved in the development and implementation of many other policy and budget initiatives (e.g., Reading Corps; Arts, social studies, and health/fitness classroom-based assessments; sustainability education).*

Executive Director. Academic Achievement and Accountability Commission. Olympia. 8/00 to 12/01. *Staffed a commission that was responsible for developing a K-12 accountability system. Prepared reports and policy options, analyzed and presented data, organized a multitude of meetings, and supervised the commission's staff.*

Senior Analyst. House Education (7 sessions) and Natural Resources Committees (2 sessions), Washington Legislature. 12/87 to 3/96. *In this non-partisan position, I drafted legislation, developed policy options, explained impacts of legislation, conducted meetings to resolve conflicts, conducted research, and responded to hundreds of information requests from Legislators.*

Adjunct Professor, Education Policy. The Evergreen State College. 10/94 to 12/94. *Taught education policy course to students in Masters in Public Administration program.*

Mediator/Planning Consultant. Contracted with the City of Bremerton, Mediation Institute, and Washington Department of Natural Resources. 6/78 to 6/79 and 6/87 to 12/87. *Successfully mediated a controversy over the use of state-owned school trust land in Port Orchard; conducted two environmental, social, and economic analyses of school trust lands; updated Bremerton's Shoreline Master Plan; and assisted in the mediation of a land use dispute in Bellevue.*

Assistant to the Commissioner. Alaska Department of Natural Resources. 11/80 to 3/87. *Represented the department in intergovernmental conflicts involving oil development; negotiated environmental requirements with oil companies, Native organizations, and other agencies; responded to legislative requests for information; wrote regulations; and assisted in the formulation of natural resource policies.*

Irving Frederick Lefberg, Ph.D.

POSITIONS HELD

Assistant Director, Washington State Office of Financial Management, 2005 – present: Direct the activities of twenty five staff in the Forecasting Division. Primary responsibilities of the Division include: (1) management of the Education Research and Data Center; (2) management of the comprehensive, statewide baccalaureate student enrollment information system; (3) data infrastructure support for K-12 budget and policy decisions; (4) conduct of state population forecasts and statewide expenditure and revenue forecasts.

Assistant to the Governor and Chief of Forecasting, Washington State Office of Financial Management/Governor's Office, 1988 - 2004: Advised the Governor and Director of the Office of the Financial Management on economic, revenue and public finance, higher education and workforce issues. Managed a major multiyear study of the state's K-12 and post secondary vocational training system, including data linking between education sectors and workforce outcomes. Managed the state's "expenditure limit." (Initiative 601). Managed and conducted economic, labor market, higher education, budget driver, and caseload analyses and forecasts.

Director, Labor Market and Economic Analysis. Washington State Employment Security Department. 1985 – 1987: Directed the research, information systems, and forecasting functions of the Labor Market and Economic Analysis Branch. Managed the state's first efforts to link student data and workforce data to determine labor market outcomes (The Branch included a staff of 65 persons, $2.5m budget, and 15 funding sources)

OTHER POSITIONS HELD: Senior Economic and Labor Market Analyst, 1983-1985; Executive Director, Washington State Governor's Committee on Employment of the Handicapped, 1981-1983; Assistant Professor. Department of Political Science, University of Washington, 1977 - 1980

EDUCATION

Ph.D., Massachusetts Institute of Technology, 1977: Major Field: Political Science. Specialization: American politics; political economy; judicial process, research methods; econometric statistics; computer simulations of political processes.

Russell Sage Foundation Fellow in Law & Social Science, Harvard University School of Law, 1977-1978: Conducted research in American legal history and comparative legal systems.

B.A. (magna cum laude, Phi Beta Kappa), The City College of New York, 1972: Major Field: Political Science. Minor Fields: Philosophy, Mathematics.

HONORS

State Government

Director's Award for establishment and management of joint executive (multi-agency)/legislative task group for the state medical expenditure forecast.

Awarded Robert Wood Johnson Foundation Grant for the study of the fiscal impacts of health care reform, on behalf of Washington State Executive Branch (in collaboration with several state government agencies), 1993

Nominated as 1987 Career Executive of the Year (one of 12 so honored in Washington State Government)

Interstate Conference of Employment Security Agencies (ICESA) National Award for the best state labor market information publication, 1986 and 1987.

Outstanding Employee Performance Award, Washington State Employment Security Department, 1986.

Academic/University

National Federal Judicial Fellowship Finalist, 1980 (one of nine so honored).

American Political Science Association E.S. Corwin award for the "best doctoral dissertation submitted in the field of Public Law during 1977 or 1978."

Russell Sage Foundation Residency in Law and Social Science, Harvard University School of Law, 1977-1978 (one of three so honored nationally).

National Science Foundation Fellowship in Political Science, 1975-1976 (one of seven so honored nationally).

Ford Foundation Fellowship for study at the Massachusetts Institute of Technology, 1973-1974.

City College of New York Scholarship Award to "the graduate who shows the greatest intellectual promise for the study of law," 1972.

Phi Beta Kappa, City College of New York, 1972.

MAJOR PUBLICATIONS AND REPORTS

"Changing the Rules of the Game, Washington Fiscal Developments Before and After Initiative 601," November 1999, University of Washington Institute for Public Policy and Management.

"Evaluation of Long-Term Higher Education Enrollment Forecasting," December 1998, Report to the Legislature (with Ta-Win Lin)

"Accountability in Higher Education," January 1996, Report to the Governor's Task Force on Funding in Higher Education, Washington State Office of Financial Management.

"Changes in Real Average Earning in Washington, 1979-1993," June 1995" (in 1995 Washington Long Term Economic and Labor Force Forecast), Washington State Office of Financial Management (with James Schmidt).

Fiscal Impacts of Health System Reform, October 1992, Washington State Office of Financial Management; prepared for the Washington Health Care Commission (with Steve Lerch and Ray Hanley).

"Has the Washington Higher Education and Training System Kept Pace With Economic and Labor Market Change?", April 1992, Washington State Office of Financial Management.

"Alternative Approaches to Occupational Forecasting", May 1991, Paper to be presented at the 1991 Pacific Northwest Regional Economic Conference (with Steve Lerch).

Investment in Human Capital, December 1990, Washington State Office of Financial Management (managed the study project and wrote synthesis and executive summary).

The Restructuring of the Washington Economy in the 1980s: Another Look at the Earnings Decline, August 1990, Washington State Office of Financial Management

"The Impact of Population Size and the Economy on Welfare Caseloads: The Special Case of Welfare Reform", Journal of Applied Demography, August 1989 (with W. Opitz)

The Long-Term Labor Market Outlook and Higher Education, May 1989, Washington State Office of Financial Management (with A. Brooks).

State Government and the Workforce of the Future, July 1988, Washington State Office of Financial Management.

"Chief Justice Vinson and the Politics of Desegregation," Journal of Public Law, vol. 24 (1976)

THOMAS A. JENSEN

ATTRIBUTES

Motivated, results-driven professional with extensive experience in state government, local government and private business. Proven performer skilled in planning, developing and maintaining systems of varied sizes. Demonstrated success in customer service, with ability to build confidence and excellent working relationships. Hands-on experience in modeling, database and system building, with a reputation for dedication, creative problem solving, and outstanding service.

PROFESSIONAL EXPERIENCE

2006 – Present Legislative Evaluation and Accountability Program (LEAP) Committee

Administrator

- Provide management, direction, and planning for LEAP staff in supporting the committee's mission to be the Legislature's independent source of information and technology for developing budgets, communicating budget decisions, tracking budget expenditures, consulting with other legislative committees, and providing analysis on special issues in support of legislative needs.
- Oversee all LEAP programs and manage the day-to-day operation of the LEAP office.
- Provide strategic direction and oversight to staff; serve as the agency's hiring authority.
- Ensure compliance with relevant regulations, restrictions, and directives of the executive and legislative branches.
- Develop, direct, and oversee the formulation and execution of agency policies.
- Provide policy analyses and strategic planning.
- Allocate resources to implement policies and programs.

1996 – 2006 Jensen Consulting Services

Sole Proprietor

- **Community Trade & Economic Development** – helped create Life Opportunities Trust, a public-private partnership that enables families to enhance the quality of life for family members with developmental disabilities. Also contracted with Work First and LIHEAP programs to develop surveys and financial models.
- **Joint Legislative Audit and Review Committee** – developed databases for fish management, fire suppression, K-12 special education funding, and other studies.
- **Washington Department of Fish and Wildlife** – developed a financial system used by the department to make strategic policy and budget decisions. Developed a financial reporting system.
- **Muckelshoot Tribe** – developed gaming forecast model.
- **Washington Roundtable** – developed and built finance models relating to transportation and fiscal issues for decision-making purposes by business leaders.
- **Seattle Super Sonics** – developed funding model for the remodel of Key Arena.

3309 CAPITOL BOULEVARD, P.O. BOX 40934 • OLYMPIA, WA 98504-0934
(360) 786-6101 • JENSEN.TOM@LEG.WA.GOV

- **Washington State Association of Counties** – systems and web development, and network management.
- **House of Representatives** – created a school district salary model to project certificated administrated staff costs.
- **International Speedway Corporation** – developed funding model for NASCAR track in Snohomish County.
- **Office Superintendent of Public Instruction** – created and implemented grant management system, executive information system, and provided staff training.
- **Vulcan Northwest Inc** – developed funding model and pro forma for Seahawks stadium, budget templates for the Seahawks, cash flow model for the Experience Music Project.
- **Oregon University System** – developed models for resource allocation, salaries, and tuition.
- **Department of Labor and Industries** – developed check-tracking system and management reporting tool.
- **Washington Transportation Alliance** – developed transportation funding model and historical profile of transportation spending.

1990 – 1996 Washington State House of Representatives

Senior Research Analyst

- Budget system for House and Senate fiscal analysts
- Higher Education Salary model
- Higher Education Tuition and Fee model
- Bill-tracking system
- Criminal justice database and task force report
- Statewide K12 funding model
- Support and training for legislative staff

1986 – 1990 Shamrock Systems Inc.

Private Consultant

1977 – 1986 Legislative Evaluation and Accountability Program (LEAP) Committee

Developer/Consultant

1974 – 1977 The Boeing Company

Systems Analyst

EDUCATION

1970 – 1972 Wenatchee Valley Community College – Associate of Arts

1972 – 1974 University of Washington – Bachelor of Arts in Business Administration

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JAMES K. SCHMIDT

PROFESSIONAL EXPERIENCE

2006 to Present - Senior Forecast Coordinator, State of Washington, Forecasting Division, Office of Financial Management, Olympia, Washington

- Supervise staff of economists, education researchers and data analysts
- Director of Education Research and Data Center since its creation in July 2007
- Develop executive request legislation related to taxes and revenue, and analyze and advise Governor on revenue and tax legislation passed by the Legislature.
- Advise OFM Director and Governor on tax policy, and economic, revenue and spending limit issues.

1994 to 2006 - Senior Forecast Analyst, State of Washington, Forecasting Division, Office of Financial Management, Olympia, Washington

- Advise OFM Director and Governor on tax policy, and economic, revenue and spending limit issues.
- Develop executive request legislation related to taxes and revenue, and analyze and advise Governor on revenue and tax legislation passed by the Legislature.
- Supervise OFM revenue forecasts of three other agencies' non-General Fund revenues.
- Advise Governor and OFM Director on the economic and revenue forecast and the condition of the national and state economies.
- Provide economic analysis for executive branch policies, for proposed legislation and for any other needs of the Governor and OFM staff.

1988 to 1994 - Economic and Revenue Forecast Specialist, State of Washington, Office of the Forecast Council, Olympia, Washington

- Forecast state economic conditions and general fund revenues.
- Review revenue forecast produced by other state agencies.
- Special projects of economic analysis upon request of Council members and legislature.
- Produce original and creative research on state industries, the economy and forecasting.

EDUCATION

- University of Washington, Seattle, Washington.
  Doctor of Philosophy in economics, 1987.

- Wichita State University, Wichita, Kansas.
  Master of Arts in economics, 1982.

- Kansas State University, Manhattan, Kansas.
  Bachelor of Science in history and political science, 1980.

Carol B. Jenner
Education Research & Data Center
P.O. Box 43113
Olympia, WA 98504-3113
(360) 902-0601

Professional Experience

Staff Coordinator/Senior Analyst *2007 – present*
Education Research and Data Center (www.erdc.wa.gov)
Office of Financial Management, State of Washington
Olympia, Washington

Senior Analyst *1989 –2007*
Forecasting Division
Office of Financial Management, State of Washington
Olympia, Washington

- Data and analysis support for education section of Budget Division and for Washington Learns (2000-2007)
- Developed processes for matching and linking data across a variety of data systems (1989-2007)
- Designed and conducted annual higher education applications match study (1989-2007)
- Data and analysis support for Investment in Human Capital study (1989-91)
- Bill analysis for evaluation of impact on expenditure limit
- Prepared OFM portion of revenue forecast (-2000)
- Geographic information systems development and support for division and agency (1989-2004)
- OFM representative to Washington GIS Working Group and Washington Geographic Information Council

Information Technology Specialist, Research Analyst *1984 – 1989*
Labor Market & Economic Analysis (LMEA) Branch
Employment Security Department, State of Washington
Olympia, Washington

- Developed and managed data system in support of Occupational Employment Programs
- Provided PC-based IT support for LMEA

Geographer *1975 – 1982*
Geography Program, U.S. Geological Survey
Reston, Virginia

Assistant Professor *1976 – 1982*
Department of Geography, University of Wisconsin
Madison, Wisconsin

Research Associate and Visiting Assistant Professor *1975 – 1976*
Institute for Arctic and Alpine Research and Department of Geography, University of Colorado
Boulder, Colorado

Consultant *1973 – 1975*
Earth Satellite Corporation
Washington, D.C.

Education

University of Maryland, College Park, Maryland
- Ph.D., Geography, August 1975. Climatology, remote sensing, statistics

University of Missouri, Columbia, Missouri
- M.A., Geography, June 1972. Physical geography, atmospheric science

University of Illinois, Urbana, Illinois
- B.A., Liberal Arts and Sciences, February 1971. Geography, mathematics, physics

The Evergreen State College, Olympia, Washington
- B.S., June 1986. Computer science. Additional coursework in Spanish (2001-02)

National Science Foundation Summer Science Training Programs
- Summer 1966. St. Louis University, Computer science, FORTRAN programming

Selected Presentations and Reports

"Linking Data Across Agencies in the Evergreen State" – presentation at the Data Quality Campaign November 2009 Quarterly Issue Meeting, November 12, 2009

"Washington State's Education Research & Data Center" – presentation at the SHEEO/NCES Network Conference, May 21, 2009

"ERDC Update" – presentation to the House Education Committee and the House Appropriations Committee of the Washington State Legislature, January 29, 2009

"Participation and Degree Production in Washington Public Higher Education" – presentation to the Senate Higher Education and Workforce Development Committee of the Washington State Legislature, January 16, 2009

"Demographic Issues in Washington Public Higher Education" – presentation to State Board for Community and Technical College staff, September 25, 2007

Applications Match Study – analysis of applicants to Washington public baccalaureate institutions conducted annually since 1989.

DEBRA A. CAME

Professional Experience

Senior Analyst *July 2007 - present*
Education Research and Data Center (www.erdc.wa.gov)
Office of Financial Management, State of Washington

- Analyze individual level education data spanning K-12 and higher education
- Longitudinal education research including
  - Higher education enrollment outcomes for high school graduates
  - K-12 enrollment patterns for low-income students
  - Student mobility (moves to different districts) as it pertains to outcomes
  - Student assessment progress
- Research linking social services data with K-12 information to summarize low income students' participation in certain K-12 programs

WorkFirst Analyst *October 2000 – July 2007*
Office of Financial Management, State of Washington

- Estimate caseload and fiscal impact of potential welfare program policy changes
- Forecast welfare and child care subsidy caseloads
- Track implementation of policies via data outcomes

Manager, Project Planning and Development *December 1998 – September 2000*
Department of Social and Health Services, State of Washington

- Principal investigator and researcher on TANF studies, including development of questionnaire, management of data collection, analyses, and report writing

Research Assistant *September 1996 – July 1997*
Battelle, Center for Public Health Research and Evaluation, Seattle

Research Assistant to Professors Lundberg and Rose *1993 - 1995, 1997*
Department of Economics, University of Washington

Education

University of Washington, Seattle, WA

- Ph.D. in Economics, June 1999. M.A. in Economics, June 1995
- Fields of specialization: development, demography, and econometrics
- Dissertation title: "Determinants of Fertility in Tanzania"

Northwestern University, Evanston, IL

- B.A. in Economics and with Honors in Mathematical Methods in Social Sciences, 1991

University of Sussex, Brighton, England

- Junior year abroad program, 1989-1990

Teaching Experience

University of Washington, Department of Economics

- Instructor, Introductory Microeconomics, 1996 – 1997.
- Teaching assistant, Introductory Macroeconomics and Microeconomics, 1995 – 1996.

Institutes of Philosophy and Sociology

- English instructor, Bratislava, Slovakia, 1991-1992. Tutored, lectured on various subjects, and edited translations for academic journals.

Papers and Presentations

- "Washington State's Education Research & Data Center" presentation at the National Center for Education Statistics 22nd Annual MIS Conference, February 2009.
- "What is the Education Research & Data Center?" presentation at the Washington Educational Research Association Assessment Conference, December 2008.
- "WorkFirst Sanctions in Washington State" presentation at the National Association for Welfare Research and Statistics Annual Workshop, August 2006.
- "Child Care Subsidies and Arrangements: Why Low-Income Families Leave Working Connections", March 2005. Presented at the National Association for Welfare Research and Statistics Annual Workshop, August 2005.
- "Going It Alone: Why Eligible Families Choose Not to Receive Public Benefits" (with Debbie Zeidenberg), January 2005. Presented at National Association for Welfare Research and Statistics Annual Workshop, August 2005.
- "Caseloads in the Wake of Welfare Reform: Regional Trends in Washington State" (with Thea Mounts). Presented at Pacific Northwest Regional Economics Conference, May 2001.
- "A Study of Washington State TANF Leavers and TANF Recipients: Findings from the April – June 1999 Telephone Survey", March 2000 (with Du, Hopps, and Hu).
- "A Study of Washington State TANF Leavers and TANF Recipients: Findings from Administrative Data", March 2000 (with Ahn, Kraley, Lai, and Deppman).

Awards and Grants

From the Department of Economics, University of Washington:

- **James K. Hall Fellowship,** 1997, 1998
- **Howard H. Preston Fellowship,** 1997
- **Rachel M. Storer Memorial Award in Labor Economics,** 1997

From the Center for Studies in Demography and Ecology, University of Washington:

- **Mellon Grant** for field research focusing on population and fertility in developing countries. Conducted independent research in Tanzania, August 1997
- **National Institute for Child Health and Human Development traineeship,** 1994-1995

Melissa Beard

EXPERIENCE

2008-present **Senior Forecast Analyst**
Office of Fin. Management, Education Research and Data Center

- Coordinate with public 4-year institution staff for Public Centralized Higher Education Enrollment System (PCHEES) submissions and improvements
- Prepare quarterly higher education enrollment reports for legislature
- Update annual Higher Education Trends and Highlights report
- Extract data from PCHEES using SQL queries for scheduled and ad hoc reports
- Represent the office at Higher Education Committee Board and State Board for Community and Technical Colleges meetings
- Respond to questions from legislators, legislative staff and state agency staff

2006-2008 **Senior Budget Analyst**
Office of Superintendent of Public Instruction--Olympia, WA

- Assisted in development of budget priorities using data
- Organized budget submittal process
- Analyzed legislation to determine fiscal and policy implication
- Wrote and approved fiscal notes
- Collaborated with agency staff, legislative staff, stakeholders
- Responded to questions from legislators, their staff and executive branch
- Represented the Superintendent, developed testimony for legislative hearings

2004-2006 **Research Analyst**
Washington Traffic Safety Commission --Olympia, WA

- Planned, developed and implemented research studies of traffic safety issues.
- Analyzed traffic fatality data using Access and SPSS
- Made recommendations and presented findings of studies.
- Tracked and analyzed legislation during session.
- Researched and wrote speaking points for testimony on bills.
- Served as information resource for public, Legislature and other state agencies.
- Represented TSC on ICSEW, Served as Conference Committee Chair.

2000-2004 **Fiscal Analyst**
House of Representatives Transportation Committee--Olympia, WA

- Provided non-partisan staff support to Representatives.
- Conducted fiscal research and analysis.
- Reviewed and evaluated budget requests submitted by state agencies.

- Made budget and policy recommendations to members of the House based on analysis of agency and executive budget proposals.
- Drafted and analyzed legislation and followed its progress through the legislative process.
- Presented legislation and other budgetary matters to the Committee.
- Monitored and evaluated budget implementation for individual agencies.
- Responded to constituent inquiries on budget and fiscal issues.

1998-2000 **Case Manager/Grants Coordinator**
Big Brothers Big Sisters of Thurston County--Olympia, WA

- Supervised 30 adult volunteers.
- Developed asset-based case plans.
- Facilitated conflict-resolution and counseling to match participants.
- Screened potential volunteers, conducted interviews of clients and parents.
- Conducted volunteer orientation/training and child abuse prevention workshops.
- Compiled and analyzed agency evaluation forms using Excel.
- Researched and wrote grants, completed progress reports.
- Assisted with agency fund raisers (Auction, Bowling, Golf Tournament).

1997-1999 **Instructional Aide**
Tumwater School District--Tumwater, WA

- Assisted two teachers in a classroom of 45 students.
- Served as reading specialist for small group reading curriculum.
- Coordinated individual learning activities and projects.

1996-1997 **Evaluator of Pediatrics Residency Program**
Packard Children's Hospital--Stanford, CA

- Developed and implemented an evaluation plan to review the residency program.
- Wrote formative evaluation of program.
- Presented evaluation findings to residents and faculty.
- Assisted in the development of a grant proposal for the improvement of the pediatrics residency.

EDUCATION

2007-present **Washington State University School of Education**--Vancouver, WA
Ph.D. coursework in *Educational Leadership*

1996-1997 **Stanford University School of Education**--Stanford, CA
M.A.--*Policy Analysis and Evaluation*

1992-1996 **University of Washington**--Seattle, WA
B.S.--*Psychology*

Michael Gass

Professional Experience

Data Systems Manager for Education Research and Data Center, Office of Financial Management, State of Washington (2007-present).

- Manager and data architect for Washington's Public Centralized Higher Education Enrollment System (PCHEES). Business lead for $2 million IT project to consolidate the PCHEES data model and to develop a new web-based data management and reporting application for PCHEES.
- Manager and data architect for Washington's new P-20 Statewide Longitudinal Education Data System.

Assistant Vice President of Institutional Research and Enrollment Management, Georgia College & State University (2004-2007).

- As Director of Institutional Research, supervised five staff & three graduate assistants in survey research, reporting, strategic planning & policy analysis.
- Managed data warehousing project at GCSU. Implemented a dimensional warehouse design in an Oracle 10G environment with a customized BI web reporting interface using Oracle10gAS Portal. Data marts developed: Student Admissions, Student Enrollment, Student Academic Progress.

IT Consultant to the United States Air Force (2003-2004).

- Integration architect and developer on data warehousing and decision support system development projects in support of logistics and aircraft maintenance operations at Robins Air Force Base (GA), Hill Air Force Base (UT), and Tinker Air Force Base (OK). Contracts with BearingPoint and Robbins-Gioia corporations.

Database Systems Analyst, Enterprise Application Systems, Office of Information & Instructional Technology, University System of Georgia (2000-2003)

- Integration developer for the USG by the Numbers Data Warehouse. Lead analyst in converting legacy Banner extraction programs to warehouse ETL (extract-transform-load) processes for the Academic data marts.
- Lead metadata architect for the USG by the Numbers Data Warehouse. Designed & developed the online USG by the Numbers Data Dictionary.

Oracle Certification Instructor, Mercer University (part-time) (2002-2003)

Education

- B.A., Philosophy & Chemistry, Carson-Newman College (1979). Summa cum laude (3.97 GPA).
- Ph.D., Philosophy, Duke University (1991). Recipient of James B. Duke Graduate Fellowship.
- B.S., Computer Science, Georgia College & State University (2001). Summa cum laude (4.00 GPA).

Technical Expertise

Data Modeling (including dimensional modeling for data warehousing): AllFusion ERwin Data Modeler, Oracle Designer.

Reports Development: SQL Script Development, t-SQL and PL/SQL Program Units, Oracle Discoverer, Crystal Reports, SQL Server Reporting Services.

Database Application Programming (including data warehouse development): SQL Server Integration Services, Oracle Warehouse Builder, Customized t-SQL and PL/SQL Program Units, Pro*C & Embedded SQL, Oracle JDeveloper (Java Servlet API, JDBC, SQLJ).

Recent Publications

"Stay Tuned for Podcast U and the Data on Mobile Learning", The Handbook of Research on Computer Mediated Communication, Volume I: 114-127 (IGI Global, 2008). With Deborah Vess.

Recent Conference Presentations

Washington's Education Research and Data Center, 22nd Annual MIS Conference, U.S. Dept of Education (2009), Seattle.

Involving the Entire Campus in Retention Initiatives, 2006 National Conference on Student Recruitment, Marketing, and Retention, Denver, CO.

Building an Admissions Data Mart for Strategic Enrollment Management, 2006 USG Georgia Summit Conference, Savannah, GA.

Retention, Progression & Graduation Rates: A System's Perspective on Best Practices (panel discussion organized by USG Office of Strategic Research & Analysis), 2006 Southern Association of Institutional Research (SAIR) Conference, Washington, D.C.

LYNN COLE

Office of Financial Management
MS: 43113, Olympia, WA 98504
Phone: 360-902-0952
Email: Lynn.Cole@OFM.WA.GOV

PROFESSIONAL PROFILE

Twenty nine years experience providing computer systems for data collection, editing, reporting, analysis and estimating to support decision makers across a broad spectrum of subjects. Proven ability to thoughtfully engage all stakeholders, manage priorities, ensure quality work and deliver critical systems in a timely manner.

EXPERTISE HIGHLIGHTS

- Systems/Data Analysis
- Systems Development
- Project Management
- Database Design
- SQL Queries
- Technical Writing

PROFESSIONAL EXPERIENCE

Forecasting Data Analyst Sept 2009-Present
Office of Financial Management, Forecasting Div. - Olympia, WA

Perform research and data analysis on education data and provide project oversight on education data projects. Assist in the development of a statewide longitudinal education database with research and feedback capabilities to inform data providers and policy decisions. Research and develop enhancements to record matching protocols, algorithms and processes used to link records across business sectors. Transform internal and external agency source data into a form useable for research. Provide support for data governance and technical issues with external agency data providers.

Development Lead July 1998-Aug 2009
Office of Financial Management, Informastion Services Div. - Olympia, WA

Managed the design, development and maintenance of 33 computer systems that support critical business processes in the Office of Financial Management and the Governor's Office. These systems provide tools for the creation and monitoring of statewide budgets, managing claims against the state, estimating costs for labor negotiations, human resource and higher education data analysis, population estimates, long-term budget projections, constituent relations, and issue tracking.

Lead development staff in the development of client/server and Web systems supporting multiple workgroups and multiple business functions. Managed developer workloads, scheduled project tasks, provided mentoring on development techniques, monitored performance, performed staff evaluations and resolved personnel issues. Produced biennial workload plans, project estimates, resource plans for long range planning and interviewed potential developers and testers.

In a project management capacity, I developed resource estimates, project plans, sequenced project action steps, determined necessary training, provided oversight of tasks to ensure projects were completed on time and coordinated resources across business and

application boundaries. Liaison with external agencies and legislative stakeholders for requirements, design and implementation of projects.

Fiscal Analyst/Computer Systems Consultant Dec 1996 - June 1998
House of Representative, Appropriations Committee – Olympia, WA

Provided computer systems development and data analysis for management and legislative staff to track bills through the legislative process. Technical liaison to management, internal and external agencies staff for legislative system issues and technology related issues.

Computer/Analyst Programmer II through V (Senior level) Apr 1993 - Nov 1996
Office of Financial Management, Information Service Div. Apr 1990 - Mar 1993
Olympia, WA

Performed computer design, development and maintenance for 12 computer systems that supported critical business processes in the Office of Financial Management (OFM) and the Governor's Office. These systems provided tools for the creation and monitoring of Washington State's operating and capital budgets, higher education enrollment data collection and reporting, longitudinal medical eligibility data for caseload research, statewide population estimates, constituent relations and event request tracking for the Governor's Office. Data analysis on longitudinal medical eligibility data.

Research Analyst/Computer Programmer Sept 1985 - Mar 1990
Office of Financial Management, Forecasting Div. - Olympia, WA Sept 1983 - Aug 1984

Designed, developed, monitored and maintained computer systems to support the estimating and forecasting functions of the Forecasting Division. Wrote programs to provide data extracts and statistical analysis of census, housing, employment and annexation data for research and publication purposes.

Computer Analyst Sept 1984 - Aug 1985
U.S. Forest Service, Freemont National Forest – Lakeview, Oregon

Wrote programs to produce data evaluation reports, timber inventory summaries, loading and editing programs, special data summary queries, and programs to assess data accuracy in the new nationwide timber evaluation database (GATE System). Trained local offices in the features of the GATE System. Assisted regional office in debugging the GATE system.

Statistical Reports Compiler III Nov 1980 - Aug 1983
Office of Financial Management, Forecasting Div. - Olympia, WA

Developed computer programs and computer graphics for research and publications, created and maintained databases, prepared statistical reports, compiled data, performed data entry, prepared documents for publication and estimated city populations.

TECHNOLOGY SUMMARY

Languages: Visual Studio .Net, Visual Basic 1-6, Visual Basic for DOS, Microsoft VBA , SQL, COBOL, SAS, SPSS, Fortran, HTML, C, BASIC, OS/MVS JCL, Natural, Rbase, Clarion

Lynne A. McGuire

Experience

Chief Information Officer, Office of Financial Management **April 2008-present**

- Responsible for all information technology services at the Office of Financial Management and the Governor's Office.
- Manage an organization of 115 staff which serves as the main supplier of enterprise financial and administrative systems to state government. The 90 applications include the state's general ledger accounting and payment system, the state's budget development systems, and systems supporting the work of the agency's Forecasting Division.
- 2009 Governor's Distinguished Management Leadership Award winner

Senior Budget Assistant to the Governor for Budget Operations, Office of Financial Management **2002 – April 2008**

- Managed the Operations Section of the Budget Division and responsible for the instructions, systems, tools, information, and project management necessary to support the division and state agencies throughout the budget business cycle
- Played a lead role in the design and implementation of the state's award winning Priorities of Government budgeting approach
- Significantly increased decision support capacity while reducing budget development overtime by 50% through project management methods, system improvements, and redesign of the budget development and decision process
- Redesigned the state's approach to performance measure reporting and successfully implemented a new legislative mandate for agency performance measure assessments

Management Consultant, Office of Financial Management **1997 - 2002**

- Provided consultation and project management services to the agency. Sample projects:
  - Conducted organizational, process improvement and services reviews of the Information Services Division, Communications Office, Policy Office, Statewide Accounting, and the Budget Division
  - Led the Governor's Office and OFM Y2K contingency planning and equipment assessments. Developed the state's Y2K rollover plan

Senior Consultant, Sterling Associates **1991 - 1997**

- Consulting engagements featured technical advisory services in the areas of: project management, cost accounting, cost management, fee and rate setting, outcome-based management, organizational reviews, benefit/cost analyses, service exit strategies, system effectiveness reviews, systems requirements, post-implementation reviews and strategic planning

- Served as lead in all aspects of the consulting engagement, including proposal development, work plan development and project management

Financial Manager, Department of General Administration **1985 - 1989**

- Responsible for all accounting and budgeting activity for six business programs
- 1988 Governor's Distinguished Management Leadership Award winner

Emergency Food Program Representative, **1983 - 1985**
Dept. of General Administration

- Administrator of the USDA emergency food assistance program for the King county area and program budget analyst

Education

Masters of Public Affairs, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, 1991. *Lyndon B. Johnson Foundation Highest Academic Achievement Award*

B.A. Business Administration, with concentrations in Operations Management and Accounting, *Magna Cum Laude*, Pacific Lutheran University, Tacoma WA, 1983

Daniel Cole

Skills

- **Technical Planning**
- **Disaster Planning**
- **Identity Management, Access Management**
- **Customer Relationship Management**
- **Leadership**
- **Peer Mentoring, Succession Planning**

Experience

Portfolio Manager – VIP Systems
Information Services Division at the Office of Financial Management (OFM)
September 2008– Present

As part of the management team for the IS Division, reporting directly to the CIO, I am responsible for relating technology solutions to business decisions for the Governor's Office as well as the associated Education and Family and Children Ombudsman offices. I am also the direct IT liaison with the Forecasting, Risk Management, Contracts, and Labor Relations Divisions of OFM as well as the OFM Director's and Policy Offices.
In addition to making decisions around application support and maintenance, and technology review and evaluation, I perform contract management, vendor relationship management, as well as RFP analysis, writing, vendor selection and performance monitoring.
I directly manage the Development, Testing, and Product Consultant team leads and coordinate with the staff from the Project Management Office. My leadership duties include succession and career planning, hiring, evaluations, facilities planning, and personnel management related decisions. I assisted with the benefits analysis and successful reorganization of IT resources to better meet the requirements of the agency. I assisted staff with making the transition through their inclusion, promotion of the concept, issue resolution, interpretation, facilities planning, resolving labor issues, etc.

Applications Manager – Applications Development and Maintenance group
Information Services Division at the Office of Financial Management (OFM)
2002– 2008
I was responsible for a staff of 12 in development and support of 52 applications for the Governor's Office as well as the Budget, Forecasting, Risk Management, Contracts, Labor Relations, Policy, and Legislative Divisions of OFM. I reported directly to the

Assistant Director for IT Services and provided technical advice and served as customer liaison to OFM Division managers and agency Executive Management. I took a primary role in creation and development of the IT Portfolio and associated processes, establishing procedural guidelines for project presentation, project review, staff allocation, and coordination.

Reviewed and approved development standards, tools, and processes. Integrated outside applications into suites. I served as the primary contact between OFM and the Department of Information Services (Information Services Board) for the Security and Enterprise Management projects. Participated in mock disaster drills. Coordinated the ISD staff's conversion to network folders.

Systems Consultant – ITAS2 to ITAS6
1992– 2002
Progressively increasing responsibilities in application Development and Support. Introduction of Crystal reports to the organization and member of the Crystal Users Group, Beta testing new versions and suggesting improvements. Sole responsibility for Budgeting Applications and associated reporting.
I supervised development teams and mentored subordinate staff.
Project Management using Microsoft Solutions Framework.
Assisted the staff in creating standards and monitoring processes.

Education

National Incident Management Certification
June 2007
- NIMS Courses 100, 200, 700

Boeing Computer Technical School
1991
- High achievement

Affiliations

Information Processing Managers Association
Member

Kelly Ann Landers, PMP

Office of Financial Management *(360) 664-7773*

MS: 43113, Olympia, WA 98504-3113 kellyann.landers@ofm.wa.gov

Professional Profile

Senior level Project Manager with over 14 years of Information Technology (IT) experience in the public sector with key emphasis on data warehousing, enterprise level business intelligence, project management and program management.

Education, Training & Certification

- B.S./B.A., The Evergreen State College, Computer Science, August 1995
- UW Certificate Program in Project Management, June 2000
- Oracle University, Oracle Database Administration Training, July 1999
- The Data Warehousing Institute, Data Warehouse Training, August 1999
- Aris Education, Unix Training, December 1998

Project Management Professional (PMP), Certified through Project Management Institute (PMI), April 2009

Work Experience

Office of Financial Management, Information Services Division, November 2006 to Present

Senior Project Manager, *Project Management Office, September 2008 to Present*

- Build credibility, establish rapport, and maintain communication with stakeholders at multiple levels, including those external to the organization.
- Define and initiate projects, manage cost, schedule, and performance of projects, while working to ensure the ultimate success and acceptance of the product and other deliverables.
- Coach, mentor and lead personnel within a technical team environment.
- Produce project status reports, manage project teams and resolve day-to-day issues with an emphasis on the software development lifecycle supported by a project management framework.

Enterprise Reporting Services Manager, *Statewide Financial Systems, November 2006 to August 2008*

- Responsible and accountable for the coordinated management of multiple related projects directed toward strategic business intelligence and other organizational objectives.
- Maintained continuous alignment of program scope with strategic business objectives, and made recommendations to modify the program to enhance effectiveness toward the business result or strategic intent.
- Executed and maintained program management processes and disciplines in the areas of: program schedule and quality management; communications management; human resource management; cost management; procurement management; risk / issue management; change management.

Department of Social & Health Services (DSHS), Children's Administration Technology Services, October 1995 to November 2006

Positions held included Project Manager, Application Development Manager, Database Administrator, and Application Developer

- Responsible for the coordinated management of multiple related projects for the State Automated Child Welfare Information System (SACWIS) for Washington which is the primary information system used by Children's Administration to manage the services it delivers to children and families regarding child abuse, neglect, family reconciliation and child welfare services.
- Provided senior information technology technical leadership, project management and business process analysis expertise in development of the CA Data Warehouse (DW). I began as the technical lead on the DW project in 1998 and became the Project Manager when development began in earnest in the fall of 2001.

Hawaii Pacific University, Honolulu, HI, 1993 - 1994
Education Assistant

- Assisted U.S. Army personnel in obtaining apprenticeships from the Dept. of Labor.
- Aided students in all phases of enrolling in college including in-processing of new students and advising students on which classes to take.
- Responsible for daily accounting and making financial transactions such as fines, tuitions, fees, selling books and various sundries

WA State Department of Transportation, Materials Laboratory, Tumwater, WA, 1985-1988
Transportation Technician

- Worked in the physical testing section grading aggregate, testing cement cubes, concrete cylinders, and prepared coarse grading for fine grading.
- Tested paving materials including bituminous materials as well as liquid asphalt where I performed tests on emulsions, cutbacks and paving asphalts for specific viscosities, ductilities and penetration levels.

Project Management Highlights

OFM Projects:

- **Public Centralized Higher Education Enrollment System (PCHEES) Consolidation Project** October 2008 – Present
- **Office 2007 Upgrade** January 2009 - August 2009
- **Government Management Accountability and Performance (GMAP) DataView** September 2008 - February 2009
- **Agency Financial Reporting System (AFRS) Gap Reports** October 2007 - April 2008
- **Comprehensive Annual Financial Report (CAFR) Group Changes Enhancement** March 2007 -September 2007
- **Enterprise Reporting Financial Statements** December 2006 – July 2007

DSHS Children's Administration Projects:

- **Licensed Provider Training Code Implementation** May 2006 – November 2006
- **Expungement Project**; September 2005 - July 2006
- **Registered Sex Offender Download and Integration** April 2005 - November 2005
- **24 & 72 Hour Face-to-Face Referral Enhancement** April 2005 - December 2005
- **Children's Administration Intranet Redesign** August 2004 - March 2005
- **Children's Administration Data Warehouse** July 2001 - July 2004

Military

U.S. Navy, Active Duty, 1980-84, Honorable Discharge, Personnelman, Petty Officer Third Class

Katharine Verville

Chief Operating Officer

EDUCATION

MASTER OF BUSINESS ADMINISTRATION, Saint Louis University, St. Louis, Missouri, Jan. 2006.
BACHELOR OF SOCIAL WORK, University of Alabama, Tuscaloosa, Alabama, Dec. 1992.

PROFESSIONAL EXPERIENCE

WASHINGTON DEPARTMENT OF EARLY LEARNING 2007- Present
Chief Operating Officer
Provide executive leadership and manage all functional operations, including the agency's mission, for this young, start-up state government agency. Direct and oversee the work of five senior department leaders, and the teams that report to them, in all agency operations (financial management, information technology, and human resources), research and evaluation, performance management, risk management and quality improvement. Instill a human capital development and "coaching" culture within the organization and continue to strengthen the human resources functions including: training, development, compensation and benefits, employee relations, performance evaluation and recruiting.

- Led the creation and implementation of the agency's first 5 year strategic plan; ensures that agency operations are conducted in concert with strategic goals and vision.
- Oversee and implement a 380 million dollar biennial budget.
- Created and oversee a new division of Performance Management responsible for supporting organizational improvement to the agencies achieve its strategic goals and to integrate work.
- Address concerns of the Department's customers including the public, state agencies, legislators and the Governor.
- Oversee risk management, legal activities, letters of agreement, contracts, leases, and other legal documents and agreements and collective bargaining.

CGI GROUP, INC., Montreal 2007
Consultant, Senior Business Analyst
Worked on the implementation team as the senior business analyst, and outreach and change management lead, for this international information technology and business process services firm on a $35 million dollar statewide automated child welfare information systems (SACWIS) project.

- Led teams of state subject matter experts in analyzing business workflows, and business process redesign.
- Led change management planning (outreach, messaging, cultural change)
- Provided functional analyses of business changes resulting from implementation of new SACWIS systems and the impacts of those changes on field services, policy and practice and training.

INSTITUTE OF APPLIED RESEARCH, St Louis 2006-2007
Director of Field Research/ Research Analyst, St Louis, MO
Responsible for field research and process and implementation studies for this independent research and consulting non-profit specializing in providing research and technical assistance services to state governments and agencies and other public service and community organizations. Analyzed program practices, management systems, organizational structures and policies and make recommendations for areas of change. Design, plan and coordinate research studies, conducted quantitative, qualitative, cost benefit and cost neutrality analyses. Recommendations strategies to government entities in organizational aspects of program planning, policy, and implementation. Research Projects include:

- Minnesota Title IV-E Permanency Demonstration- a single benefit, assisted guardianship demonstration to determine whether a continuous benefit program, which maintains same level of financial support impacts permanency for children in foster care.
- Minnesota Alternative Response Project Evaluation- a flexible approach to addressing child maltreatment through earlier intervention with parent programs.
- Indiana Title IV-E Child Welfare Flexible Funding Project and cost-effectiveness studies of the flexible use of child care funds.

INTEGRATED PHOTONICS, INC, Hillsborough, NJ 2005-2007
Consultant
Responsible for accounting and payroll functions and accounting systems development for this start up manufacturer of faraday rotators and other optical components for fiber optic networks. Transitioned to ad hoc consulting basis in 2006 after accounting systems were in place.

- Developed accounting systems and led accounting services: budgeting, monthly forecasting, cash flow, A/R, month end close and audit preparation.
- Special projects include developing inventory and fixed asset systems, initial development and documentation of accounting procedures and policy.
- Other financial analyses as needed (i.e. labor analyses for government contracts).

MUSKIE INSTITUTE FOR PUBLIC SECTOR INNOVATION, Augusta, ME
Special Projects: Welfare Reform 2003-2004

Through a Casey Family Services grant to this research institute within the University of Southern Maine, coordinated a major child welfare reform pilot- to-statewide project. Led changes in program management, structure and practice to align with new policies; served as a resource and support to managers and their staff in implementing practice improvements; identified gaps in training or integration of learning; Developed new informational and training materials, and other strategic communications.

MAINE DEPARTMENT OF HUMAN SERVICES, York County, ME 1993-2003
Independent Living Coordinator/ Life Skills Educator

Résumé of James Minkler

CAREER OVERVIEW

An individual whose personal philosophy and values have enabled him to succeed and to inspire and lead others. Experience with many state and local government technology needs as well as with legislative process and requirements related to State government. A total of eight years of architectural design experience, process improvement, and project management.

Washington State Department of Early Learning
Information Technology Manager 2007 – present

The department is dedicated to helping Washington's children get ready for school and life. The work focuses on children's earliest years of life. Offering information and resources for children's first and most important teachers, parents as well as others who care for and teach young children.

- As the Agency's Information Technology manager, I am responsible for ensuring that IT investments and systems align with DEL's mission, vision and business goals.
- Working directly with Microsoft and NWN corporation conducted a feasibility study and proof of concept to align early learning with education, social services and employment services.
- Working directly with Microsoft's education services, leveraged our Agency's business model to qualify for educational pricing for software and services, saving the agency more than 200k annually.
- Oversaw and implemented new design of external web site to focus on the core users that leverage the site. Providing each category of user increased ease of use experience.
- Implementation of ITIL practices and process, which provided better communication and response times for customers both internally and externally.
- Leading process improvement efforts and the implementation of project management policies and practices.

Washington State Office of Superintendent of Public Instruction
Director of Network Operations 2005 – 2007

In collaboration with educators, students, families, local communities, business, labor, and government, the Office of Superintendent of Public Instruction leads, supports, and oversees K-12 education, ensuring the success of all learners.

- As an Agency Director, started, organized, and managed a highly customer oriented team.
- Involved in State-Wide project for longitudinal educational data collection.
- Created an internal training program allowing individuals and teams in the agency to be more proficient with their job duties.
- Provided Strategic planning, vision, and risk analysis, for agency enterprise initiatives.

- Oversaw and assisted in the re-write of the agencies IT Security, IT Portfolio and Disaster recovery plans, in accordance with ISB standards.
- Architectural oversight and management of two data Centers, equaling 140 enterprise class servers.
- Implementation of Virtualization solution which resulted in $215K in infrastructure savings.
- Managed a team of 10 highly skilled technical professionals.
- Completed a redesign of network and infrastructure resulting in 400% increase in availability.
- Created multi-year budgetary and vision plan, documenting the vision of our organizations technology needs and goals.
- Oversaw all compliance, technical, systems, and operational issues.
- Provided Executive presentations to Cabinet staff showing the alignment of IT and the Agency Mission and Vision.
- Managed procurement of IT assets and services in accordance with GA, DIS, and OFM policies and practices.
- Participated in DIS ITPS master contract creation and implementation.

Techline
Field Engineer 1999 – 2005

Techline is a large privately owned Internet Service Provider, who is also the largest technology engineering firm located in the Grays Harbor area. Techline Provides Internet services for over 7,000 customers as well as provides technology engineering and management for many business and local government agencies.

- Engineering and management of large ISP WAN and LAN, including routing, access control, monitoring, and break/fix.
- Took leadership role in implementing a Network Operations Center, through building design and layout to process and procedure implementation for 24x7x365 NOC.
- Management of Network Operations Center that managed the ISP and other contractual customers which consisted of 4 technicians per shift.
- Optimization of Network infrastructure including cost savings associated with implementation of Layer 2 technologies, lessening the cost of leased line infrastructure.
- Trained and provided escalation support for middle tier engineers.
- Provided architectural design for business, municipalities and other local government agencies.
- Worked with customers to develop project charters for enterprise architecture investments.
- Oversaw mid tier field engineers and provided project tasks and job assignments.
- Extensive work with business leaders and government officials in inter-department collaboration and technology efforts.
- Served as lead technical engineer for break/fix needs of customers.

Résumé of Corina McCleary

CAREER OVERVIEW

Extremely enthusiastic leader with extensive experience in project management, software development, and process development. I am passionate about delivering new ways to address business needs and issues by leveraging technology. Also, I am a very organized, results oriented and highly motivated person that is always ready for the next new challenge.

I have achieved progressive experience and responsibilities in many areas of the information technology field. My experience shows strong demonstrated performance in systems planning, development and operations, project management, procurement, quality and process improvement, and organizational development. My diverse knowledge of information technology, oral/written communications, and the ability to adapt and respond to customer needs are my strengths.

Washington State Department of Early Learning

Technical Program Manager January 2008 – present

Lead developer and manager for the application development and data.

- Successfully redesigned and launched the del.wa.gov website using user centered design and plain talk within 12 weeks of employment
- Implemented a standard application pattern for internal and external applications
- In progress of implementing an application development framework
- Revamped the Licensed Childcare Information System which received national recognition in the Wall Street Journal del.wa.gov/lccis

Washington State Office of Superintendent of Public Instruction

Director of Application Development February 2007 – January 2008

Manage application developers, project managers, and customer support groups within OSPI while working collaboratively with the Network Operations group.

- Managed a multi-million dollar subdivision with up to 35 IT professionals, plus on and off-site contractors
- Overseen 70+ critical web-based applications with over 60,000 users, including a website with over 3 million visitors a year
- Develop, implement, and monitor information technology standards and policies
- Coordinate, manage, and monitor multiple million dollar professional services contracts
- Rebuilt and fostered relationships with other business leaders to create a greater understanding of the importance of data for the state of Washington
- Implemented new standards and process for interviewing technical recruits

- Collaborated with divisions within the agency, colleagues from other state Education agencies, and other Washington State agencies
- Reviewed and approved technology purchases, procurements/contracts, and Service Level Agreements
- Provided assistance to the CIO in agency operations

Senior Developer and Program Manager for Data Collections July 2003 – January 2007

- Managed a team of three developers, plus up to eight contractors spanning numerous simultaneous projects
- Developed and maintained an application development standards website
- Devised numerous processes for the software development life cycle
- Architected a set of assemblies known as the OSPI Application Framework which increased productivity by 20%
- Developed a web–based Single Sign-On application along with an administrative system
- Created the comprehensive data repository and developed the management business objects
- Mentored staff in programming best practices and standards
- Designed, developed, and enhanced numerous web-based applications including Core Student Record System (CSRS) and Online Educator Certification (e-Certification)
- Apply in-depth understanding of business and IT requirements to streamline administration and internal processes, resulting in enhanced automation and operational efficiency.
- Expert in information systems technology, project planning, strategic planning, systems analysis and troubleshooting, quality control, forecasting, scheduling and planning, and tracking of results.
- Contributed and evaluated competitive solicitations such as RFPs, RFQs, and RFIs for staff and equipment.

Logicalis formerly Logical, formerly Puget Sound Systems Group (PSSG) June 2000 – July 2003
Senior Technical Consultant

Dept. of Personnel – eLearning Project February 2003 – July 2003
Superintendent of Public Instruction – Application Framework & Portal June 2002 – July 2003
Superintendent of Public Instruction – Bus Inspection/Depreciation April 2002 - June 2002
Dept. of Social and Health Services – Electronic Claim System (ECS) July 2001 - February 2002
Dept. of Licensing – Corporate Renewal Application (CRNL) January 2001 - June 2001
Dept. of Licensing – Master Business License Application (MLS) June 2000 - December 2000

Washington State Department of Revenue May 1998 – June 2000
Applications Specialist 2

EDUCATION

University of Washington, Certificate in Project Management, 2006
The Evergreen State College, Bachelors Degree in Computer Science, 1999

VITA

Joseph Loren Willhoft
Office of Superintendent of Public Instruction
Old Capitol Building, 600 Washington Street, SE, Olympia, Washington 98501
joe.willhoft@k12.wa.us

EDUCATION

1988	Ph.D.	University of Maryland; College Park, Maryland Major: Measurement, Statistics & Evaluation
1975	M.Ed.	The American University; Washington, D.C. Major: Special Education
1969	B.A.	Webster University; St. Louis, Missouri Major: Art Education

EMPLOYMENT

2005-present	Assistant Superintendent for Assessment and Student Information; Washington Office of Superintendent of Public Instruction, Olympia, Washington
2004-2005	Director of Assessment; Washington Office of Superintendent of Public Instruction, Olympia, Washington
2004-2005	Associate Professor; University of Washington, College of Education, Seattle, Washington
1989-2004	Executive Director; Department of Research and Evaluation; Tacoma Public Schools, Tacoma, Washington
1997-1998	Coordinator of Assessment and Accountability; Washington Commission on Student Learning, Olympia, Washington
1984-1989	Supervisor of Student and Program Evaluation; Board of Education of Charles County, La Plata, Maryland
1977-1979	Project Director; Project Video REACH; The American University, Washington, D.C.
1975-1977	Project Director; Rose School Video Project; The American University, Washington, D.C.

1974	Training Specialist; Xerox International Center for Training and Management Development; Xerox Corporation, Leesburg, Virginia
1969-1974	Elementary Teacher; District of Columbia Public Schools, Washington, D.C.

COMMITTEES AND HONORARY POSITIONS

2007-present	Chair, NAGB Policy Advisory Committee; Council of Chief State School Officers and National Assessment Governing Board
2004-2007	Member, Technical Work Group for Evaluation of NAEP; Buros Center for Testing
2002-2004	Member, Advisory Board, *Educational measurement: Issues and practice*; National Council on Measurement in Education
2000-2004	Member, National Advisory Committee on Assessment, Nebraska Department of Education
1999-2004	Member, National Technical Advisory Committee, Washington Office of Superintendent of Public Instruction
1997-1998	President, Washington Educational Research Association
1995-2003	Member, Advisory Panel for the Washington State Assessment System
1995-1996	Member, Staff Development Advisory Committee, National Council on Measurement in Education
1995-1996	Member, Executive Board, Washington Educational Research Association
1994-1995	Member, Writing Subject Area Advisory Committee, Washington Commission on Student Learning
1994-1995	Chair, Classroom Assessment SIG, American Educational Research Association
1992-1995	Board Member, Phi Delta Kappa, Washington Rainier Chapter
1990-1995	Member, (Washington) Office of Superintendent of Public Instruction Assessment Technical Advisory Committee
1989	Chair, Technical Advisory Committee for NRT Selection, Maryland State Department of Education

1988-1989 Member, Assessment Advisory Committee, Maryland Governor's Commission on School Performance

1984-1987 Executive Board Member, Maryland Assessment Group

PUBLICATIONS

(2008) Hirschman, C., Pharris-Ciurej, N., and Willhoft, J. How Many Students Really Graduate from High School? The Process of High School Attrition. *Educational Researcher* (in press).

(2006) Lissitz, R., Doran, H., Schafer, W., and Willhoft, J. Growth modeling, value-added modeling and linking: An introduction. In R. Lissitz (Ed.), *Longitudinal and Value-Added Models of Student Performance*. Maple Grove, MN: JAM Press.

(1991) Ferrara, S., Willhoft, J., Seburn, C., Slaughter, F., and Stevenson, J. Local assessments designed to parallel statewide minimum competency tests: Benefits and drawbacks. In R. Stake and R. O'Sullivan (Eds.), *Advances in Program Evaluation*: *Vol. 1b. Effects of Mandated Assessment on Teaching*. Greenwich, CT: JAI Press.

(1985) Lissitz, R., Willhoft, J. A Methodological Study of the Torrance Tests of Creativity. Journal of Educational Measurement, **22**, (1) 1-11.

PROFESSIONAL AFFILIATIONS

American Educational Research Association

AERA Classroom Assessment Special Interest Group

National Council on Measurement in Education

Washington Educational Research Association

Washington Association of School Administrators

National Association of Test Directors

Directors of Research and Evaluation

VITA
ROBIN G. MUNSON, Ph.D.

EDUCATION

Ph.D. - Stanford University, Educational Psychology, 1988 (specialization in program policy and evaluation). Dissertation: Special Education Service Delivery for Three Disability Groups

M.Ed. -University of Washington, Special Education, 1980 (specialization in severely/profoundly handicapped, and behavioral disorders)

Teaching Certificate - University of Washington, 1980, Washington State Provisional Certificate, Elementary and Secondary Teacher Certification K-12, Special Education

B.A. -University of Washington, Psychology, 1976

PROFESSIONAL EXPERIENCE

2006-present Director of Student Information, Division of Assessment and Student Information, Office of Superintendent of Public Instruction; Olympia, Washington.

1989-2006 Tacoma Public Schools; Tacoma, Washington:

2004-2006 Executive Director, Research and Evaluation.
1997-2004 Administrator, Research and Evaluation.
1991-1997 Coordinator, Research and Evaluation.
1989-1991 Research and Evaluation Specialist.

1986-1989 Assistant Director for Evaluation, Planning, and Community Outreach; Child Development and Mental Retardation Center, University of Washington.

1988-1989 Member, Washington State Developmental Disabilities Planning Council. Chair, Training Task Force.

1984-1986 Stanford University:
1985-1986 Research Affiliate, Assistant Director of The Study of Stanford and the Schools (SSATS), Stanford University.

1984-1986 Coordinator, Calfee Projects, Center for Educational Research at Stanford, Stanford University.

1984-1985 Research Scientist, Special Study on Terminology in Public Law 94-142, SRA Technologies, Inc.

1982-1984 Graduate Research Assistant, Calfee Projects, Center for Educational Research at Stanford, Stanford University.

1976-1982 University of Washington:
1980-1982 Project Coordinator, Field Initiated Research Studies: An Investigation of Compliance and Educational Progress for Severely and Profoundly Handicapped Students.

1978-1982 Project Manager, Field Initiated Research Studies on the Impact of Evaluation in Special Education; Owen White, Principal Investigator, Experimental Education Unit, Child Development and Mental Retardation Center.

1980 Lecturer, College of Education, Area of Special Education.

1979-1980 Program Developer, Workshops for Teachers of Autistic and Severely Behavior Disordered Children and Youth.

1976-1978 Research Assistant, Field Initiated Research Studies on the Impact of Evaluation in Special Education; Experimental Education Unit, Child Development and Mental Retardation Center.

1979-1980 Student-teacher, classroom for moderately and severely handicapped students, Seattle Public Schools; Seattle, Washington.

PUBLICATIONS

Munson, R.G. & Manfredi, E.T. (1992). Pediatric AIDS. NRICH Update, National Resource Institute for Children and Youth with Handicaps, University of Washington and the U.S. Administration on Developmental Disabilities.

Gibson, J., & Munson, R.G. (1992). Issues in serving the developmentally disabled elderly. Journal of Gerontological Social Work.

Munson, R.G. (1988). Special education service delivery for three disability groups. Ph.D. Dissertation. Stanford, CA: Stanford University.

Munson, R.G. (1987). Aging and developmental disabilities. CDMRC Monograph #8701. Seattle, WA: University of Washington.

Tallmadge, G.K., Gamel, N.N., Munson, R.G., & Hanley, T.V. (1985). Special study on terminology: Comprehensive review and evaluation report. Mountainview, CA: SRA Technologies, Inc.

Calfee, R.C., Munson, R.G., Aburto, S., & Okomoto, Y. (1984). User's manual for the data management system. Stanford, CA: Stanford University.

Munson, R.G., Neel, R.S., & Wolery, M.R. (1979) Training manual for teachers of autistic and severely behavior disordered children. Washington Office of Superintendent of Public Instruction.

Peter D. Tamayo
3003 Bonshaw Ct. SE
Olympia, WA 98501
Home: (360) 943-7510
Cell: (360) 280-6046

Email: petertamayo@comcast.net

Career Overview

Since 1985, I have achieved progressive experience and responsibilities in many areas of the information technology field. My experience shows strong demonstrated performance in organizational development, quality improvement, systems planning, project management, human resource management, procurement, systems operations and systems development. I have the ability to lead staff, use best practices, collaborate with staff from different levels of the organization, manage projects to completion and deliver technology products and services to satisfied customers. My diverse knowledge of information technology, oral/written communications, and the ability to adapt and respond to customer and agency needs are my strengths.

Education

Bachelor of Arts in Economics - University of Washington, Seattle; 1985
Executive Management Program, Daniel J. Evans School of Public Affairs, University of Washington 2001

Experience, Duties and Responsibilities

Office of the State Superintendent of Public Instruction (Kindergarten – Grade 12)
12/07 – Present
Title: Chief Information Officer / Assistant Superintendent

Responsible for the overall operations of IT service delivery for the Office of the Superintendent of Public Instruction (OSPI). Planned, coordinated and directed information technology services and activities at OSPI. Managed 40 FTEs, contactors and a budget of $5.8 million to carry out the operational responsibilities of the Information Technology Services Division which includes a complex set of mainframe, web, and client/server systems with interfaces to 295 school districts. Commercially off the shelf software from Cognos and SAS provide in-depth reporting and analysis systems for federal reporting and program and policy development. Provide project oversight to technology projects including the implementation of legislative changes to OSPI business intelligence systems, financial systems and educator certification systems.

Experience, Duties and Responsibilities, cont.

Department of Retirement / Information Services Division
11/05 – 11/07
Title: Chief Information Officer / Assistant Director

Planned, coordinated and directed information technology services and activities at the Department of Retirement Systems. Managed 45 FTEs, contactors and a budget of $14.3 million to carry out the operational responsibilities of the Information Services Division which included a complex set of mainframe, web, and client/server systems with interfaces to 1,300 public employers. Provided project oversight to technology projects including the implementation of legislative changes to DRS systems. Implemented human resource and recruitment and retention activities and initiatives. As a member of the Senior Management team, provided input to the strategic direction for the agency. Directed the development of the DRS Information Technology Portfolio, Security Program and Disaster Recovery plan. Interacted with business staff to align technology with business direction.

Department of Personnel / Human Resource Information Systems Division
11/03 – 11/05
Title: Deputy Assistant Director / Deputy CIO

As the Deputy Assistant Director, established information technology strategies, metrics, technology initiatives, and the IT organizational structure to help maximize the effectiveness and service delivery of the DOP and HRISD business operations. Provided assistance to the CIO in managing and administrating the division's legacy HR systems, technology infrastructure and overall operations of HRISD. Managed over 86 FTEs, a very large complement of contracted staff, and a budget of $15.1M.

Collaborated and coordinated with the central support agencies during an SAP HR payroll and Business Warehouse statewide project. Directed the development of statewide payroll, functional, and operational processes were needed for the post-implementation period of the Human Resource Management System (HRMS). Aligned the organization's information technology with the agency's business and strategic plans.

Department of Social and Health Services – Children's Administration Office of Information Services
7/00-11/03
Title: Children's Administration Chief of Information Services

Responsible for the overall operations of IT service delivery for the Children's Administration. Prioritized resources in managing an office of over 54 FTE's, 21 contracted programmers and an annual operating budget of $12.4 million to support 2500 staff in 44 offices statewide. Managed project managers responsible for various parts of the overall IT portfolio. Lead the enhancement of a large legacy system (CAMIS) with newer technologies. Directed the integration of commercially available software from Cognos into a new reporting and business analysis system. Reviewed and approved technology purchases, IT procurements/contracts and Service Level Agreements. Coordinated and collaborated with other organizations. Provided leadership, vision and strategic planning.

Experience, Duties and Responsibilities, cont.

Department of Corrections – Office of Administrative Services / Information Technology
5/00-7/00
Title: Senior Information Technology Project Manager

Reporting to the IT Office Chief, planned, coordinated, and directed information technology (IT) projects to support the agency mission. Responsible for project management, analysis, design and implementation. Developed and managed the Projects Unit of five senior project managers that works with users, IT management and agency management to determine the scope of projects, resources, project tasks and timelines.

Department of Personnel - Human Resource Information Systems Division
11/94-4/00
Title: Network, Architecture and Applications Manager

Reporting to the Assistant Director, managed staff in the Network Services, Application Development, Desktop Support and Help Desk units comprised of 20 staff. Responsible for the overall management of the department's Microsoft NT, Novell and wide area networks, technical support, production LAN/Client-Server systems, data warehouse, web enabled business computer applications and data communication and telecommunication devices. Managed the integration of commercially available software into existing systems. Planned and developed the department's distributed computing infrastructure including software, hardware devices and network operating systems. Provided practical leadership in the most effective use of current and emerging technologies including the Internet and web enabled systems. Chaired the agency Web steering committee.

Department of Social and Health Services – Revenue Division
7/85-10/94
Title: Network Administrator / Unit Supervisor

Reporting to the Division's IS Manager, provided information systems management, analysis, development, evaluation, integration, and consulting services to end users, executive management and other non-technical staff. Fulfilled office data and equipment needs. Functioned as a project manager for system development and system integration efforts. Supervised, lead and directed five unit staff. Ensured the operational availability of the office's network infrastructure, communication networks and other PC/client-server systems. Defined access control, security and acceptable use policies, guidelines, standards and conventions.

Deborah Spaulding

Professional Profile

High energy, intelligent, critical thinking leader who has found success in helping customers articulate their needs; formulate a plan to get them to their vision; and utilize collaboration, negotiation and leadership skills to remove barriers to success. Thrives on system operations and organizational credibility.

Characterized by Executive Management as a leader of technology professionals who is goal oriented and consistently delivers. Characterized by staff as a mentor, advocate, and role model. Characterized by customers as a voice of integrity with the unique ability to translate technical detail in to plain talk.

Key achievements include:

System manager of Washington State's key revenue processing and visible systems – systems that are the core of business operations, specialist in risk avoidance though sound development and deployment processes, Absolutely dedicated to system up-time;

Five mainframe re-host/re-platform of mission critical systems ;

Project management for business and technical projects from up to $5M, many rescued from failure and brought to a successful completion;

Resource management of up to 35 It professionals, including developers, business analysts and project managers;

Process Development - introduced and established Project Management, Application Development Solutions Delivery Lifecycle, and Information Technology Infrastructure Library (ITIL) processes in State organizations.

Bachelor's Degree in Business Administration with major in Marketing; minor in MIS, Graduate work toward MBA. Project Management Certification from UW. PMI Member, K-12 Data Governance executive member, AAMVA technology co-chair.

3.5 years Senior IT Application Systems Management

14+ years Enterprise Systems Project Manager and Director

Education, Honors, & Certifications

WA State Leader Path Graduate – January 2008

UW – Project Management Certificate - May 2004

MBA Coursework (30 hours completed)
St. Bonaventure University, St. Bonaventure, NY - June 1990

Bachelor of Science Business Administration (Marketing and MIS)
University of Dayton, Dayton, Ohio - April 1989

Employment

Office of the Superintendent of Public Instruction

Director, Project Management Office – EMS3
Olympia, WA www.k12.wa.us
Peter Tamayo – CIO
Feb 2008 - Present

Primary Responsibilities

Created an agency-wide Project Management office to provide a structure for a delivery oriented agency starting with IT projects and but also adopted for business project. I introduced a PMO dashboard in SharePoint; centralized project tracking tools, templates, oversight guidelines and provided training of the process and methodology as a tools for this cultural change. The successful delivery of languishing IT projects was a direct result of this work creating business customer who became true believers in the project process.

Collaborated with internal business customers and external school districts to create the 5-year IT strategy for all five major lines of business, including the strategy to intersect silo'd data in preparation for the longitudinal data warehouse.

Procured $6M federal grant for the creation of a State Longitudinal Data system, directly in line with the agency technical strategic plan.

Executive oversight and DIS liaison for 2 successful re-hosting projects, from Cobol based Vax/Alpha to C#.Net/SQL. These rehosting projects totaled more than $5M and are responsible for collecting all district budgeting data and then processing $13B biennially to school districts.

Delivery of the Comprehensive Educational Data and Research System – the first phase of a statewide data collection effort and longitudinal data warehouse released August 2009.

Washington State Department of Licensing

Internal Applications Manager/ Vehicle Systems Manager - Vehicle Services Liaison, Drivers Service Liaison - EMS3
Olympia, WA www.dol.wa.gov
Bill Kehoe – CIO; Thomas Bynum - Deputy CIO
Feb 2005 – Feb 2008

Primary Responsibilities

FTE responsibility up to 27 plus up to 10 contract and project staff

Portfolio responsibility for 105 internal agency software applications in technologies ranging from .Net/SQL apps to Cobol, MS Access and Delphi.

- Daily operations of the three mission critical, recently replatformed, mainframe systems for Vehicles, Drivers and Revenue for the processing of almost $2 Billion annually in revenue and refunds. Established 99.4% uptime for these processing systems.
- Vehicles and Drivers Field Licensing Systems – the front line field systems for processing of Vehicles and Drivers licenses and all night batch processing.
- Four state mission critical systems and 15 business critical systems including external interfaces to law enforcement, state and federal agencies. These include the transactional systems that drive all work in the agency and contain the master databases for many other interfaces.

Resource Manager supporting ISB level 3 replatforming projects totaling $20M, and Enhanced Drivers License projects

Directly managed contracts in excess of 1M, both deliverables and time and materials

Liaison and relationship manager for Vehicle Services and later for Drivers Services for all IT needs including legislation, technology solution development, and compliance issues and day-to-day IS operations.

Agency driver for IT strategic planning.

Author and SPA for systems audits by federal and state auditors.

Driver for the agency programming and quality standards and strategic roadmap.

Washington State Department of Licensing

Project Manager – WMS2
Olympia, WA www.dol.wa.gov
Patt Dronen – Project Office Manager (now Chief, PMO office DSHS Aging and Disability)
Aug 2004 – Jan 2005

Primary Responsibilities

- I-776 (Oct 2004) – Refunding $38 million to 2.4 million WA residents
- Dual Address (Jan 2005) – implementing Monorail address requirements for proper collection of Monorail fees.
- NMVTIS (May 2005) – Interface with the National System for title fraud data.
- Dual Address 2 (August 2005) - Additional Monorail address requirements for proper collection of Monorail fees

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Harborstone Credit Union

IS Project Leader II (Manager) – Electronic Delivery Systems
Lakewood, WA 98499 www.harborstone.com
Theresa Walyor – Manager, Application Support
Feb 2002 – August 2004

Primary Responsibilities

Project Manager/Business Analyst/Technical Support/ Vendor Management for all technical development with Online banking, Website, Audio banking, ATMs (fleet of 24), Extranet, Intranet, and ACH delivery. Ownership of all programming, vendor, project management, and contracts related to all. Coordination of companywide training and communication with marketing and training departments. These represent 3 of 4 delivery channels.

Project Manager for enterprise system installation including: • Synergy Check images module • 2 Zeus releases •Verified by Visa • 9 ATM installations • Extranet • Design and installation of custom SQL CRM solution for Investment Services CUSO.

Project lead for all website projects; coordinator with marketing, design and development of website that has expanded it from 90 pages to over 300 to support all business units. Enterprise content management solution currently in RFP stage.

Completed the delivery and vendor management of the remaining delivery channel of S1's Zeus (branch ops system). Developed procedures, testing environment, and quality control measure to provide clean installation and upgrade, invisible to branch staff. Coordinated credit union communication and training.

Bio Data
For
David Prince

Career Goal: To advance post secondary educational attainment for low income and underserved populations- education pays, education matters.

Experience

Director for Research and Analysis, Washington State Board for Community and Technical Colleges, 1996-present (promoted to present title July 2009). Responsible for all policy research affecting low income and underserved student populations for state two-year college system. Portfolio includes but not limited to: basic skills, financial aid, welfare reform, and students of color. Research agenda spans access and participation, retention, and performance outcomes and accountability. Audiences include: executive and legislative branches for state government, national and state groups and of course, college system leaders and practitioners.

Significant achievements - authored early reports on welfare reform demonstrating that "training pays"; that is welfare recipients who received training fared better in finding work and wages earned than those who searched directly for work without training.

Conducted research and planning for a new Student Achievement Initiative that rewards colleges for incremental performance improvements in student success. Policy adopted by the State Board in 2006 and was the basis for awarding first incentive funds to colleges in 2009. Currently working with colleges to identify evidence based practices that promote student success.

Performed research and co-authored report that identified a "**tipping point**"- at least 1 year of college + credential, for low skill adults attending community colleges as first time students to have the highest earnings after college. Raised awareness regarding size of labor force that is under prepared - high school education or less. Influenced state and national policy - including Washington Learns, a new state financial aid, Opportunity Grants, and welfare services in Washington state. Tipping point is now embedded in colleges' culture, program design and practices.

Focused policy research on use of census data for a student socioeconomic proxy. Findings suggest young adults from low SES backgrounds are delaying college, but then participating as older, under skilled workers. Implications for state policy, a variety of college readiness programs and sector partnerships.

Planner, Employment and Training Services, Snohomish County Private Industry Council, (approx) 1986-1996. Sole planner for public/private partnership, non-profit agency responsible for allocating $8 million annually for publicly funded employment and training programs for disadvantaged adults and youth. Staff to the Board's Planning Committee. Developed biennial plans; translated plan areas into RFPs and staffed selection committees for program funding.

Significant achievements - In addition to effectively staffing the Planning Committee, was a principal contributor to 3 new initiatives for Snohomish County - a Homeless Employment Program that was the first demonstration to link housing with employment services; and 2 small business initiatives - micro lending/entrepreneurial training program that established an innovative micro business incubator, and a Defense Logistics Agency Small Business Government Contracts Procurement Program to train and assist small businesses in government procurement and successful bidding.

Additional Experience

College Instructor, English as a Second Language Teacher and textbook author- 1982-86 (approx), Edmonds Community College in a variety of grant generated demonstrations to prepare immigrants and non-English speakers for work. After researching worksites, developed first workplace English language programs offered in state and co-authored first textbook on the subject - First Job: Putting Your English to Work (Prentice Hall, 1984).

Additional experiences as Peace Corps Volunteer and trainer (3 years- Micronesia); university English language trainer (2-years-Iran) and student teacher (1 quarter-Mexico).

Education:

Master of Arts Teaching English as a Second Language, School for International Training, Vermont 1976.

Bachelor of Arts Degree Psychology, Queens College, New York City, 1971.

Bio Data
For
Carmen Stewart

Research and Data Manager, Washington State Board for Community and Technical Colleges, August 1998 – Present, current position since July 2009). Responsible for managing and supporting the agency data requests for both internal and external sources; working as a liaison to the Information Technology Division in order to complete or monitor completion of data requests; providing research and data support for other staff; and for supporting the design, implementation, analysis, and reporting of research projects related to agency priorities.

Represents the agency to the system and other state agencies in matters related to state-level research, performance measures, and data requests. This includes collaboration with other agencies on community and technical college data for their research efforts; training of college institutional research staff related to accountability and performance reporting data and coding

Education:

Associative of Applied Arts Degree, 1995, Spokane Community College, Spokane, WA

- *President and Vice-President Honor Roll*

Bachelor of Business Administration with emphasis in Finance and Management Information Systems with a minor in Economics, 1998, Eastern Washington University, Cheney, WA

- *1995-96 National Dean's List, Eastern Washington University's Dean's list*

JAN M. IGNASH

EDUCATION

Ph.D. in Education, Division of Higher Education and Organizational Change, University of California Los Angeles, 9/90 to 12/94; Ahmanson Foundation Scholar: 1990-1

M.A. TESOL (Teaching English to Speakers of Other Languages), Michigan State University, 9/79 - 3/83

B.A. French major, English and Education minors, Michigan State University, 9/72 - 8/76

L'Université de Haute Bretagne, Rennes, France, 8/74 - 2/75

PROFESSIONAL EXPERIENCE

University of South Florida, Associate Professor (8/99 to 12/08) **and Program Chair** (5/00 – 8/01 and 6/08 – 12/08). Tenure awarded April 2003. Department of Adult, Career, and Higher Education, Higher Education and Community College Program, 4202 E. Fowler Avenue, Tampa, Florida 33620-5650.

Illinois Board of Higher Education, Assistant Director (9/94 to 8/99) Academic Affairs, 431 East Adams, 2nd floor, Springfield, Illinois 62701.

ERIC Clearinghouse for Community Colleges, Publications Coordinator (part-time, 6/93 – 8/94), 3051 Moore Hall, 405 Hilgard Ave., University of California, Los Angeles, California 90024

University of California Los Angeles Extension, Program Author and Instructor (part-time, 4/93 – 12/93) Education Extension, 10995 Le Conte Avenue, Los Angeles, California 90024

Center for the Study of Community Colleges, Research Assistant (part-time, 4/91 – 12/93), 1749 Mandeville Lane, Los Angeles, California 90049

State University of New York at Buffalo, **Lecturer** (9/89 – 8/90), Program in Jakarta, Indonesia, International Programs Office, 320 Baldy Hall, Buffalo, New York 14260

Indiana University, Lecturer (6/85 – 12/88) Midwest Universities Consortium for International Activities, Inc., (MUCIA) Cooperative Program in Malaysia, International Programs Office, 205A Bryan Hall, Bloomington, Indiana 47405

Special Needs Support Project, Michigan Department of Education, Supervisor (10/83 – 6/85) grant from the, Vocational-Technical Education Services, Special Programs, Populations and Services, P.O. Box 30009, Lansing, Michigan 48910

Grand Ledge High School, French and English Teacher (9/80 – 6/82), 225 W. Kent St., Grand Ledge, Michigan 48837

Catholic Central High School, French and English Teacher (9/77 – 6/79), 319 Sheldon S.E., Grand Rapids, Michigan

GRANTS, AWARDS AND HONORS

Co-Principal Investigator, Lumina Foundation for Education, Urban Transfer Research Network (UTRN) Grant (2005 – 2009). Serve as Principal Investigator for the Tampa site of a four-year, $776,000 multi-site research grant investigating transfer in urban areas (Portland, Phoenix, and Tampa), with special emphasis on low-income and under-represented students.

President (2002) Council for the Study of Community Colleges, Affiliate Council of the American Association of Community Colleges

Book Review Co-Editor, (2005-2008). *Community College Journal of Research and Practice,* Taylor Francis Publishers.

Editorial Board, (1996-1999) *The Community College Review*, North Carolina State University, Raleigh, North Carolina

SELECTED PUBLICATIONS

- Zavarella, C. and Ignash, J.M. (2009). Online developmental mathematics: Student retention at a Florida community college. *Journal of Developmental Education.*
- Ignash, J.M. and Slotnick, R.C. (Spring 2007). The specialized associate degree in teacher education: Effective pathway or degree proliferation? In Townsend, B. (ed.) Teacher Education in the Community College. Community College Review.
- Ignash, J.M. and Palmer, J.C. (January 2007). Special Issue: The scholarly contributions of Arthur M. Cohen. The Community College Review, (34) 3.
- Ignash, J.M., guest editor. (Spring 2005). Policies and Practices in the Transfer Puzzle: Putting the Pieces Together. Journal of Applied Research in the Community College, (12) 2.
- Ignash, J. and Kotun, D. (Spring 2005). "Results of a National Study of Transfer in Occupational/Technical Degrees: Policies and Practices." In Ignash, J.M. (guest editor). Policies and Practices in the Transfer Puzzle: Putting the Pieces Together. Journal of Applied Research in the Community College, (12) 2: 109-120.
- Townsend, B.K. and Ignash, J.M. (Spring 2003) The Role of Community Colleges in K-12 Teacher Education. New Directions for Community Colleges, No. 121.
- Ignash, J.M. and Townsend, B.K. (Winter 2000). "Evaluating State-Level Articulation Agreements According to Good Practice." Community College Review, Volume 28, No. 3, pp. 1-21.
- Ignash, J.M. (2000). "Linguistic Diversity, Immigration, and Today's Undergraduates: Demographics" (Chapter 1). Handbook of Undergraduate Second Language Education: English as a Second Language, Bilingual, and Foreign Language Instruction in a Multicultural World. Lawrence Erlbaum Associates, Inc.
- Ignash, J.M. (Winter 1997). Implementing Effective Policy in Remedial/Developmental Education (editor). New Directions for Community Colleges, No. 100.

ROBERT P. BILLINGS

EDUCATION

Master of Science in *Information Systems Management*
Seattle Pacific University, Seattle, Washington 2006

Bachelor of Science, *cum laude*. Double major in *Computer Information Systems* and *Public and Private Business Administration*, minor in *Economics*.
University of Puget Sound, Tacoma, Washington 1984

Associate in Arts/Sciences, *with honors*. Primary area of study in *Music*.
Shoreline Community College, Shoreline, Washington, 1981

EMPLOYMENT HISTORY

- Higher Education Coordinating Board, Olympia, Washington (2/2008 to present)

  CHIEF INFORMATION OFFICER
  As Chief Information Officer, provide leadership in the planning, development, and day-to-day management of information and communication technology (ICT) for the Higher Education Coordinating Board. Manage the design, execution, and implementation of all computer systems and applications within the agency. At the strategic level, consult on information and communication technology policies, strategies, approaches and solutions for higher education. Lead or participate in a variety of workgroups to develop technology solutions to achieve the Board's goals for higher education and improve the efficiency of internal business processes and services. Works with internal policy and program staff and external workgroups to develop policy initiatives and recommendations to advance the use of technology in higher education.

- Renton Technical College, Renton, Washington (2/2002 to 2/2008)

  DIRECTOR OF INFORMATION SERVICES
  As chief information technology officer for the college, provide leadership and vision for college-wide planning, development, implementation, and coordination of instructional computing, administrative computing, networking services, web services, audio-visual and media services. Lead the 11 member Information Services team in providing prompt, courteous, and effective customer service that meets the needs of students, faculty, and staff. Collaboratively establish technology standards for the college and implement systems and processes that ensure adherence to standards. Perform management tasks such as developing and managing departmental budgets supervising, mentoring, and evaluating staff; implementing and maintaining internal control systems; developing and maintaining effective working relationships with other college departments, vendors, agencies, other institutions, and professional organizations.

As chief information security officer for the college, provide leadership and guidance for protecting the confidentiality, integrity, and availability of all information technology resources. Ensure that the college develops and maintains an effective security program and successfully passes the State of Washington's Information Technology Security Audit.

- Bellingham Technical College, Bellingham, Washington (11/98 to 2/2002)

  DIRECTOR OF COMPUTER AND INFORMATION SUPPORT SERVICES
  Provided strong leadership and technical guidance to the college for all areas related to use and support of instructional and administrative information technology. Directed daily operations of Computer and Information Support Services (CISS) department, providing campus wide support for Local Area Networks, Wide Area Networks, Help Desk, instructional and administrative application software and hardware, telecommunications, Web based services, desktop operations and support, and customer training programs. Functioned as project manager on all information technology and telecommunications related projects. Responsible for CISS and telecommunications budgets, personnel, purchasing, financial management, and vendor relations. Conducted staff review and evaluations, provide training and staff development opportunities, and assign tasks and responsibilities.

- Market Street Computers, Seattle, Washington (7/95 to 12/95)

  SYSTEMS ENGINEER
  As consulting Systems Engineer to Labor and Industries, State of Washington, and State Compensation Insurance Fund, State of California, provided implementation leadership and technical support to customers during large scale Document Imaging projects

- Anchorage Daily News, Anchorage, Alaska (10/91 to 6/93)

  INFORMATION SYSTEMS MANAGER
  Competently managed operations of the Information Systems Department for Alaska's largest newspaper with direct responsibility for budgetary management, staff supervision and development, and IS project management

- Stolt's Home Centers, Anchorage, Alaska (2/85 to 10/91)

  MANAGER OF INFORMATION SYSTEMS (1/89 to 10/91)
  Successfully managed operations of the Information Systems Department for a diversified wholesale/retail distributor with multiple branch offices located in regionally dispersed locations across south central Alaska

EVELYN KINUE FUJI HAWKINS

Education

Ph.D. Education, Administration & Policy Analysis, Stanford University, 1991.
M.S. Statistics, Stanford University, 1986.
B.A. Psychology, Stanford University, 1972.

Employment History

2008-present Associate Director, Fiscal Policy, Higher Education Coordinating Board State of Washington, Olympia, WA
Participated in reviewing institutional operating and capital budget requests; assisted in preparation of fiscal notes; and prepared data compendiums. Served as researcher and data and policy analyst for statewide work groups studying policy recommendations to meet the goals of the strategic master plan in higher education and fulfilling a legislative mandate to study the re-design of Washington's higher education system. Responsibilities have included data collection, management, and analysis; preparing reports and presentations; and collaborating with staff from other agencies, organizations, and institutions of higher education.

2007-2008 Research Associate, State Board of Education, State of Washington, Olympia, WA
Conducted research and policy analyses on various issues in elementary and secondary education, including a statewide accountability system and performance indicators; academic programs for and assessment of English language learners; and accountability requirements of the federal No Child Left Behind Act. Responsibilities included analyzing legislative bills, collaborating with staff from the Office of the Superintendent of Public Instruction, analyzing data, writing reports, and preparing and making presentations.

2005-2007 Research Manager, Workforce Training & Education Coordinating Board State of Washington, Olympia, WA
Served as lead researcher on the effectiveness of the state's workforce development system. Managed databases and conducted data analyses. Worked with staff from other state agencies and educational institutions; procured and supervised public and private sector research contractors; prepared research reports and made presentations of findings to the Workforce Board, legislative committees, other agencies, regional Workforce Development Councils, and professional groups; participated in the development of the strategic plan for workforce development in the state; and prepared white papers on the economy and the workforce of the future.

2000-2001 Senior Researcher, Workforce Training & Education Coordinating Board State of Washington, Olympia, WA
Developed a process by which education and training programs qualified to be on the state's Workforce Investment Act (WIA) Eligible Training Provider list and to receive WIA training dollars for matriculating students. The work involved collaborating with other state agencies and higher education institutions in developing the performance measures and benchmarks to be used in assessing whether an education or training program qualifies.

2001-2005, Associate Director for Research, Higher Education & Coordinating Board
1998-2000 State of Washington, Olympia, WA
Conducted policy analyses, evaluations, and data analyses in response to legislative mandates, requirements of the Higher Education Coordinating Board, and requests from external constituents, including legislators and legislative staff. Responsibilities included working with other state agencies and post-secondary institutions; data collection, management, and analyses; report writing; and presentations to the Board and legislative committees. The areas of study include enrollment planning, diversity in higher education; competency-based admissions; financial aid; and early intervention programs.

1995–1998 Senior Research Scientist, American Institutes for Research, Palo Alto, CA
Worked on various research and evaluation studies of educational programs. Responsibilities included writing analytical reports based on data from the National Assessment of Educational Progress (NAEP); conducting site visits to evaluate the Dwight D. Eisenhower Professional Development (Title II) program; writing data reports for the National Center for Education Statistics on federal libraries and small, rural school districts; assisting the U. S. Department of Education develop performance indicators for federally-funded magnet programs; and assisting the National Science Foundation in the development of assessment items for TIMSS. Tasks for these projects included designing evaluation plans; developing data collection instruments; interviewing state, district, and school personnel; conducting observations; analyzing data; and report writing.

1996–1998 Private Consultant, Palo Alto, CA
Served as lead evaluator for the California State University Fullerton/Santa Ana Unified School District Local Systemic Change Through Professional Development initiative. Responsibilities included designing the evaluation, data collection, data analysis; and report writing.
Served as a consultant to SRI International on an Evaluation of the Implementation of the School-to-Work reform initiative in Milwaukee Public Schools. Responsibilities included visits to school sites, interviews with principals and teachers; data analysis and report writing.

Served as lead researcher for the Sequoia Union High School District/University of the Pacific Secondary Beginning Teacher Program. Responsibilities included conducting a formative and summative evaluation of the second year of the program.

1995 Instructor, University of California Berkeley Extension, Berkeley, CA
1994-1995 Policy Analyst, Social Policy Research Associates, Menlo Park, California
Worked on evaluating various employment and training programs. Responsibilities included designing studies; developing data collection instruments; conducting case studies; writing reports; and project management.

1990-1994 Policy Analyst, SRI International, Menlo Park, California

1989-1990 Research Associate, RMC Research Corporation, Mountain View, California

1988-1989 Consultant/Data Analyst, San Jose Unified School District, San Jose, CA

1986-1988 Research Assistant, Far West Laboratory for Educational Research, San Francisco, CA

1985-1988 Teaching/Research Assistant, Stanford University, Stanford, California

CHRISTY ENGLAND-SIEGERDT, Ph.D.

EDUCATION

Doctor of Philosophy, Education Administration (Higher Education Administration)
Illinois State University, Normal, Illinois, May 2006
Dissertation: *Faculty Members' Experiences with University Strategic Planning Process*

Master of Science, Psychology (Experimental Sequence)
Illinois State University, Normal, Illinois, December 2000
Thesis: *Dissociating Conscious Voluntary and Conscious Involuntary Memory*

Bachelor of Science, Psychology (Cognitive Science Emphasis)
Illinois State University, Normal, Illinois, December 1994

PROFESSIONAL EXPERIENCE

Associate Director for Research, Student Financial Assistance
March 2008 - present
Research & Program Development Analyst
March 2007 – February 2008
Washington Higher Education Coordinating Board, Olympia, Washington

- Manage the board's student aid databases and conduct analyses to support the operational and policy development needs of the division and the Board
- Evaluate new legislation
- Review and evaluate existing aid programs
- Collaborate with institutions to address emerging issues in student financial aid
- Track student access issues and financial aid trends nationally as well as within Washington
- Review national and state studies on access and student aid
- Represent the board at the National Student Financial Aid Research Network conference
- Make recommendations to management on policy directions for state student aid programs
- Work with colleges, the Legislature, and legislative staff on policy issues
- Represent HECB on the Washington Scholarship Coalition, a public/private collaboration between HECB, Independent Colleges of Washington, The Seattle Foundation, the Northwest Education Loan Association, College Spark, College Success Foundation, and the College Planning Network
- Provide administrative oversight for www.theWashBoard.org, a free student-centered online scholarship clearinghouse for Washington students seeking college scholarships, scheduled to launch in late fall 2009

Assistant Director, Academic Affairs
Illinois Board of Higher Education, Springfield, Illinois
February 2004 – February 2007

- Facilitated the development and enhancement of working relationships and data sharing agreements among various data systems throughout the state for the purpose of conducting research on behalf of the Board to inform policy decisions
- Reviewed and recommended approval of new academic degree programs for the University of Illinois system and Western Illinois University
- Reviewed and recommended approval of operating authority and degree-granting authority for private institutions
- Analyzed institutional program reviews
- Provided guidance for statewide implementation of the Course Applicability System
- Provided leadership and staff support for the Commission on School Leader Preparation
- Member of statewide work group charged with expanding and increasing the usability of statewide educational data systems
- Developed annual report on underrepresented groups in higher education for the Board
- Liaison to the IBHE's Student Advisory Council and Disabilities Advisory Committee
- Facilitated and monitored the statewide articulation of courses among and between 2- and 4-year institutions (i.e., Illinois Articulation Initiative at www.iTransfer.org)

Assistant Director, Planning and Institutional Research
September 2003 – January 2004
Research Associate, Planning and Institutional Research
January 2000 – September 2003
Illinois State University, Normal, Illinois

- Assisted University cabinet with developing, implementing, and marketing campus-wide strategic planning and budgeting processes
- Developed performance measures for assessing progress towards implementing the campus-wide strategic plan
- Envisioned and supervised the creation of a web site and institutional report card for the University's strategic plan (www.educatingillinois.ilstu.edu); maintained the site content
- Implemented, summarized, and presented research and analytical studies and policy analysis to internal and external constituencies in support of university planning by utilizing quantitative and qualitative methodologies
- Conducted net price analysis of financial aid and cost of attendance for the Vice President for Finance and Planning and Illinois State University Board of Trustees
- Analyzed US News and World Report college rankings and assisted in developing strategies to advance Illinois State University in the rankings
- Coordinated development of institutional report cards for university plans
- Supervised students conducting special data collection projects and analyses that supported planning activities and university accountability reporting
- Provided course scheduling pattern and course enrollment analyses for the Provost

MICHAEL REILLY
Assistant Director
Council of Presidents
Olympia, Washington

Education

Bachelor of Arts, Anthropology, Iowa State University, 1987
Graduate coursework in Anthropology, Washington State University, 1989-1991

Previous Professional Experience

Humboldt State University
Associate Vice President for Enrollment Management, 2006-2008

Central Washington University
Associate Vice President for Enrollment Management, 2004-2006

Central Washington University
Director of Admissions, 1999-2004

Seattle University
Associate Director of Admissions, 1998-1999

Washington State University
Assistant and Associate Director of Admissions, 1991-1997

Iowa State University Memorial Union
Performing Arts Director, 1987-1989

Professional Activities (recent)

College Board AP Higher Education Advisory Committee, 2009-2011

Faculty Member, College Board Summer Institute on College Admissions and School Relations, 2008-2010

Presenter, College Board Western Regional Forum, Denver, 2009

Presenter, AACRAO National Conferences, 2006-2008

AACRAO Recruitment and Marketing Committee, 2003-2008

David B. Pavelchek

Education

Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton NJ
- Master in Public Affairs: Economic Analysis, 1986.
- Master of Arts: Public Affairs, Political Economy, 1987

The Evergreen State College, Olympia, Washington
- Bachelor of Arts: Economics & Social Theory, 1980.

Swarthmore College, Swarthmore, Pennsylvania. - Thomas McCabe Fellow 1971

Employment History

Research Manager, Washington Workforce Training & Education Coordinating Board. Direct comprehensive research and evaluation program for secondary and post-secondary workforce programs and issues. Coordinate cross-agency evaluation research and data compilation for accountability measures to inform workforce policy evaluation and development. Supervise projections of workforce training supply and demand, preparation of performance measures and targets for federal and sub-state reporting, and public web distribution of program performance information. Provide analysis and direction on data, measurement and evaluation tasks. Serve as member of agency leadership team. Procure and coordinate outside contractor services for surveys, evaluations and net impact studies. Hire and direct of research staff. June 2009-present.

Senior Research Manager, Social and Economic Sciences Research Center, Washington State University. Olympia Washington. Organize and manage a flexible organization of research and technical professionals providing research and technical services to governmental and public sector organizations. Develop, conduct and/or direct research and technical services projects. Provide research design, cost estimation and project management for up to a dozen professionals on multiple projects. Provide organizational leadership for developing flexible resource and staffing approach to fluctuating demand for services. Serve as lead researcher or consultant, specializing in analysis and presentation of quantitative and economic data. May 1999- June 2009.

Research Manager, Washington State Workforce Training & Education Coordinating Board. Design and direct cross-agency evaluation research and data management for accountability measures to inform workforce policy evaluation and development. Develop forecasts and projections of workforce training supply and demand. Design and direct program research conducted by agency staff. Prepare major research RFPs and manage contractor performance for descriptive and net impact studies. Develop common core data and outcome measures for student outcome measurement. Hiring and direction of research and technical staff. August 1995-April 1999.

Data Analysis Supervisor, Research & Data Analysis, Washington State Department of Social & Health Services. Supervisory and consultative researcher on time series statistical techniques and economic analysis, including cost-benefit methodology. Direct forecasting for agency strategic planning framework. Supervision and design of analytic capability, including cross-system client unduplication and longitudinal welfare data for policy analysis and forecasting. Manage construction of first agency-wide clients and service database. Direct compilation and

analysis of longitudinal welfare caseload for welfare reform experiments. Planning and management of outcome evaluation and database analysis projects. Supervision of monthly statistical reporting and public information functions. Hiring and supervision of permanent and project data processing and research staff. Management and budgetary responsibility for computing in IBM, UNISYS, and UNIX environments. Negotiate and manage participation in federally-funded research grants with academically-based partners. August 1990-August 1995.

Budget Analyst, Office of Budget and Program Analysis, Washington State Department of Social & Health Services. Coordination of fiscal notes, analysis of federal legislation, child care utilization projections, fiscal summaries, analysis of caseloads for Family Independence Program welfare demonstration, special projects. July 1988 to August 1990.

Research Investigator, Planning, Evaluation and Professional Development Washington State Department of Social & Health Services. Design of research strategies and activities for outcome and cost-benefit evaluation of Family Independence Program welfare demonstration. Design and execution of first statewide surveys of child care rates and utilization. Staff support and drafting for evaluation planning workgroup. Interagency coordination. Hiring and supervision of research staff. May 1987 to July 1988.

Supervisor, Program Analysis, Budget Office, Washington State Department of Social & Health Services. Conduct and coordinate analysis of divisional initiatives including disability rule reform. Monitor and analyze pending Congressional legislation. Analyze overall budget trends for strategic planning. May 1984 to August 1984.

Federal Information Specialist, Office of Intergovernmental Relations, Washington State Department of Social & Health Services, Olympia and Washington DC. Monitored and analyzed federal budget and social service legislation, including child support, block grants, and budget reconciliation. Coordinated application for new federal block grants. Coordinated analysis of pending state legislation. Prepared summaries of budget and program proposals for use with legislature and public. Provided drafting service to executive management. Departmental liaison in Washington D.C. Developed procedures to implement small business regulatory impact statement statute. June 1981 to May 1984.

Research Analyst, Office of Research, DSHS. Research, data collection and analysis for program evaluation projects: cost of living study, inflation indexing of cost-of-living standards, cost and utilization of transportation services for the elderly, management and cost study of state schools for the deaf and the blind, academic cooperative research proposals, and state cost differentials for alternative residential placement of the elderly. August 1980 to May 1981.

Environmental Researcher, Lobbyist, Consultant, Seattle. A series of progressively responsible positions with the Sierra Club and affiliated environmental groups working on public lands and forestry policies, including economics, environmental impacts and long-range planning for forestry and public land policies. Activities included policy research, representing organizations in administrative legal proceedings, Congressional lobbying (registered), public organizing and presentations, and general staff support. 1973 to 1976.

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Elizabeth Kohlenberg, Ph.D.	RDA Director

EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Washington Seattle	BA	1979	Geography – Urban, GIS
University of Washington Seattle	MA	1982	Geography – Medical, Economic
University of Washington, Seattle	PhD	1989	Geography – Social, Quantitative

RESEARCH AND PROFESSIONAL EXPERIENCE

4/80-8/80 **Researcher**, Mental Health Needs Assessment, Puget Sound Health Systems Agency.

9/83-6/86 **Instructor and Teaching Assistant**, Department of Geography and Graduate School of Public Administration, University of Washington.

9/80-6/83 **Consultant**, Center for Social Science Computation and Research, University of Washington.

6/84-9/84 **Researcher**, Rural Hospital Project, Department of Family Medicine, University of Washington.

6/86-12/90 **Founder and Head**, Benchmark Geographic Research and Analysis:

- 9/87-6/88 *Principal Investigator*, Social Service Access Project, United Way of King County.
- 9/84-3/85 *Researcher and Expert Witness*, Comparable Cities, Portland Police Association.
- 1/90-6/90 *Consultant*, King County Geographic Information System Project, Institute for Public Policy and Management, University of Washington.
- 7/90-12/90 *Principal Investigator*, Rural Communities and Human Service Use, Northwest Policy Institute, University of Washington.
- 12/90-12/91 *Ethnographic Researcher*, Families First, Children's Home Society

12/90-3/92 **Project Director**, Needs Assessment Data Project, Office of Research and Data Analysis, Washington State Department of Social and Health Services.

3/92-1/97 **Geographic Research Manager**, Office of Research & Data Analysis, Washington State Department of Social and Health Services.

- 1993 - 1997 *Principal Investigator*, Center for Substance Abuse Treatment (HHS-SAMHSA), State Demand and Needs Assessment, Substance Abuse Prevalence Project.
- 1994 - 1998 *Principal Investigator*, Center for Substance Abuse Prevention (HHS-SAMHSA), Community Outcome and Risk Evaluation Project.
- 1996 - 2000 *Principal Investigator*, Center for Substance Abuse Treatment (HHS-SAMHSA), State Demand and Needs Assessment, Needs Assessment for Teenagers and Adults Project.

1/97-now ***Director**, Research & Data Analysis Division, Washington State Department of Social and Health Services.*

HONORS AND AWARDS

1985 National Science Foundation Dissertation Assistance Grant.

1989 Cum Laude Ph.D.

1991 Outstanding Team Award, Washington Department of Social and Health Services.

1995-96 Visiting Scientist, National Technical Center on Substance Abuse, Harvard University.

2001 Integrated Data Project Team Award, Substance Abuse & Mental Health Services Administration.

2006 Outstanding Team Award, Washington State Department of Social and Health Service

BIOGRAPHICAL SKETCH

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NAME	POSITION TITLE
Elizabeth Kohlenberg, Ph.D.	RDA Director

SELECTED PUBLICATIONS AND REPORTS

1980 *Needs Assessment for Snohomish County Mental Health System* (with L Kirschner) Puget Sound Health Systems Agency: Snohomish County, Washington

1982 *Geographic Impacts on the Demand for Mental Health Services* (M.A. Thesis)

1986 *Patterns of Rural Hospital Closure* (with J D Mayer, E Sieferman and R A Rosenblatt *Social Science and Medicine*

1989 *Friends in Places: Friendship in the Country, Town and City* (Dissertation)

1992 *Between Safety Nets: Human Services in Small Remote Communities* (with D Kohlenberg). Commissioned Monograph for the Northwest Policy Center at the University of Washington.

1992 *Needs Assessment Data Project Reports* (with R Yette and C Mack 1992). (Office of Research and Data Analysis: Department of Social and Health Services). 11 Volumes

1993 *Shared Clients: Interconnections Among DSHS Services* (with C Mack, D Pavelchek, T Brown). Office of Research and Data Analysis: DSHS http://www.dshs.wa.gov//pdf/ms/rda/research/11/66.pdf

1996 *Profile on Risk and Protection for Substance Abuse Prevention Planning: Washington State*. (with J Kabel, P Howards, R Flewelling, M Shaklee) RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/4/15/state.pdf

1997 *Substance Use, Substance Use Disorders, and Need for Treatment in Washington State Adults* (with J Kabel, M Shaklee, S Clarkson). RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/4/25.40.pdf

2000 *Mental Health Policy and Planning Findings from the Prevalence Estimates of Mental Illness and Need for Services Study* (with J. Kabel, C. Holzer and J. Whitbeck). RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/3/26.pdf

2002 *Alcohol and Substance Use Among Adolescents in Foster Care in Washington State: Results from the 1998-1998 Adolescent Survey* (with D Nordlund, A Lowin, J Kabel, B Triecler, M Landry) Research and Data Analysis, DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/4/38.pdf

2002 *Alcohol and Substance Use Among Adolescents in Washington State: Results from the 1998-1998 Adolescent Foster Care Survey* (with D Nordlund,A Lowin, B Triechler) Research and Data Analysis, DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/4/35/fullreport.pdf

2002 *What Do We Want To Change?* (with A L Armstrong). RDA:DSHS http://publications.rda.dshs.wa.gov/568/

2003 *Early Experiences in Service Integration: What We Can Learn from the No Wrong Door Startups* (with C Webster & D Longhi) RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/11/111.pdf

2005 *Chemical Dependency Treatment for Aged, Blind and Disabled Clients: Alternative Health and Nursing Home Cost Offset Models* (with D Mancuso and D Nordlund) RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/11/125.pdf

2006 *WorkFirst Sanctions: Client Survey Recent Findings*. RDA:DSHS http://publications.rda.dshs.wa.gov/1144/

2006 *The Voices: 2006 Washington State Mental Health Resource and Needs Assessment Study* (with E Bruns, C Willey, D McBride et al) RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/3/31.pdf

2008 *Children of Department of Corrections Parents Use DSHS Services at Very High Rates* (with R Yette, D Mancuso, J Nearing, B Felver) RDA: DSHS http://www.dshs.wa.gov/pdf/ms/rda/research/11/138.pdf

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Sharon Estee, Ph.D.	Chief, Program Research and Evaluation Section

EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Alfred University	B.A.	1969	Mathematics
American University of Beirut	M.A.	1971	Sociology
Ohio State University	Ph.D.	1975	Sociology

RESEARCH AND PROFESSIONAL POSITIONS

1974-1975 **Visiting Instructor,** Department of Sociology, University of Maryland Baltimore County, Purdue University

1975-1978 **Assistant Professor,** Department of Sociology, University of Maryland Baltimore County

1978-1981 **Director of the Statistical Analysis Center,** District of Columbia Office of Criminal Justice Plans and Analysis

1981-1986 **Manager of Research and Statistics,** Washington State Office of the Administrator for the Courts

1987 **Consultant, Evaluation of Federal Court Civil Mediation Program,** United States Court of Appeals, Ninth Circuit

1989-1990 **Project Manager**, Office of Research and Data Analysis, Washington State Department of Social and Health Services, Olympia, Washington

1991-1992 **State Data Center Coordinator,** Forecasting Division, Washington State Office of Financial Management

1992 **Visiting Assistant Professor**, Department of Sociology and Anthropology, State University of New York at Fredonia

1992-1994 **Director of Substance Abuse Prevalence Project,** Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia, Washington

1994-2000 **Manager of Research**, Center for Health Statistics, Washington State Department of Health, Olympia, Washington

2000-2004 **Research Supervisor**, Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia, Washington

2004-now **Evaluation Project Director**, **Washington State Screening, Brief Intervention and Referral to Treatment,** Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia, Washington

2007-now **Chief, Program Research and Evaluation Section,** Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia, Washington

SELECTED PUBLICATIONS AND REPORTS

1975 *The Drug Arrest: A Research Note.* D. Petersen, K. Schwirian, and **S. Estee Bleda**. *Criminology: An Interdisciplinary Journal* 13 (May) 1975: 106-110.

1978 *The Drug Arrest: Empirical Observations of the Age, Sex and Race of Drug Law Offenders in a Midwestern City.* D. Petersen, K. Schwirian, and **S. Estee Bleda**. *Drug Forum* 6 (4) 1977-78: 371-386.

1978 *Intergenerational Differences in Patterns and Bases of Ethnic Residential Dissimilarity* **S. Estee Bleda**. *Ethnicity* 5 (2) 1978: 91-107.

1979 *Socioeconomic, Demographic, and Cultural Bases of Ethnic Residential Segregation* **S. Estee Bleda**. *Ethnicity* 6 (2) 1979: 147-167.

1979 *Crime and Justice Profile: The Nation's Capital* Office of Criminal Justice Plans and Analysis. Washington, D.C.

1980 *Crime and Arrest Profile: The Nation's Capital* Office of Criminal Justice Plans and Analysis. Washington, D.C.

1982 - 86 *The Annual Report of the Caseloads and Operations of the Courts of Washington* Office of the Administrator for the Courts. *1981, 1982, 1983, 1984, and 1985.* Olympia, Washington, published annually: 1982-1986.

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Sharon Estee, Ph.D.	Chief, Program Research and Evaluation Section

1987 *Civil Mediation in the Western District of Washington: A Brief Evaluation* **S.L. Estee**. U.S. Court of Appeals for the Ninth Circuit, San Francisco, California.

1987 *Analysis of King County Superior Court Early Disposition Programs, 1984 and 1984* **S.L. Estee**, R. Anson, and J. Christopher. In Alexander B. Aikman et al., *Friends of the Court.* National Center for State Courts, Williamsburg, Virginia.

1990 *Evaluation of Mental Health Case Management Pilot Project. Volumes I and 2* A.Lowin, **S.L. Estee**, C. Ploeger-Dizon, P.J. Lund, and J. Berneche. Department of Social and Health Services, Olympia, Washington.

1994, 96, 99 *Washington State Vital Statistics* Center for Health Statistics. Department of Health, Olympia, Washington. *1992 & 1993, 1994 & 1995, 1996, 1997, 1998.*

1999 *The Washington State Intergenerational Study of Birth Outcomes: Methodology and Some Comparisons of Maternal Birth weight and Infant Birth weight and Gestation in Four Ethnic Groups* I. Emanuel, W. Leisenring, M. Williams, C. Kimpo, **S. Estee**, and William O'Brien. *Paediatric and Perinatal Epidemiology 13* (3) July, 352-369.

2001 *Homeless Families in Washington State: A Study of Families Helped by Shelters and their Use of Welfare and Social Services*. A. Lowin, S. Demirel, **S. Estee**, and B. Schreiner. Department of Social and Health Services, Research and Data Analysis Division.

2002 *Medical Cost Offsets Associated with Mental Health Care: A Brief Review.* N. Anderson and **S. Estee**. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 3.28.

2003 *Expenditures and Use of DSHS Services: Aged, Blind, and Disabled Clients FY2001.* **S. Estee** and D. Mancuso. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 9.65.

2003 *Adult Aged, Blind, and Disabled Clients Served by the Mental Health Division: Characteristics and Use of Services, FY2001.* D. Mancuso and **S. Estee**. Department of Social and Health Services, Research and Data Analysis Division.

2004 *Natality: Measures Based on Vital Statistics* **S. Estee.** Chapter 15, *The Methods and Material of Demography,* Condensed Edition, edited by David A. Swanson and Jacob S. Siegel, San Diego: Elsevier Academic Press.

2006 *Substance Abuse Treatment and Criminal Justice Involvement for SSI Recipients: Results from Washington State.* B. Luchansky, D. Nordlund, **S. Estee**, P. Lund, A. Krupski, and K. Stark. *"" The American Journal on Addictions*, , Vol. 15:370-379.

2007 *Medical Assistance Costs Declined among Emergency Department Patients who Received Brief Interventions for Substance Use Disorders through WASBIRT.* **S. Estee** and L. He., Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 4.61.1.2007.1 January.

2007 *Use of Alcohol and Other Drugs Declined Among Emergency Department Patients who Received Brief Interventions for Substance Use Disorders through WASBIRT.* **S. Estee** and L. He. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 4.60.WA.2007.1 May.

2007 *Medicaid Costs Declined among Emergency Department Patients who Received Brief Interventions for Substance Use Disorders through WASBIRT.* **S. Estee**, L. He, D. Mancuso, and B. Felver. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 4.61.1.2007.2 September

2008 *Co-Occurring Disorders among DSHS Clients: Report to the Washington State Legislature* Lucenko, B.A., Mancuso, D., and **Estee, S**. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheet 3.32.

2008 *Substance Use Outcomes, Six-Month Follow-up Survey, April 2004 – July 2007, by site.* **S. Estee**, L. He, S. Yang, J. Doane, and M. Ford Shah. Department of Social and Health Services, Research and Data Analysis Division, Fact Sheets 4.60.2008, April.

2009 *Washington's Medicaid Buy-In Program: Healthcare for Workers with Disabilities: Supporting and Encouraging Employment.* Ford Shah, M. Mancuso, D. He, L. **Estee, S.** and Felver, B. Department of Social and Health Services, Research and Data Analysis Division, Report 9.96, February.

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
David Mancuso, Ph.D.	Senior Research Supervisor

EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
California State University at Fullerton	B.A.	1992	Economics
Stanford University, California	Ph.D.	2000	Economics

RESEARCH AND PROFESSIONAL POSITIONS

1991-1992 **Researcher**, Formuzis, Pickersgill, and Hunt, Inc., Santa Ana CA

1994-1994 **Research Assistant** to Orazio Attanasio, Department of Economics, Stanford University

1995-1996 **Research Assistant** to John Pencavel, Department of Economics, Stanford University

1997-1998 **Fiscal and Policy Analyst**, California Legislative Analyst's Office, Sacramento CA. Lead analyst in the areas of aging and adult services, child welfare services, and child support enforcement.

1998-2002 **Research Associate**, The SPHERE Institute, Burlingame CA. Directed several projects using linked client-level data extracted from administrative information systems to assess the impact of welfare reform in California. Used quasi-experimental econometric methods to estimate program impacts.

2002-2004 **Research Manager**, Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia WA.

2004-now **Senior Research Supervisor**, Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia WA. Manages the DSHS Client Outcomes Database and leads program evaluation studies using experimental and quasi-experimental evaluation designs. Examples include: evaluation of the impact of care management interventions on health and criminal justice outcomes for Medicaid clients with behavioral health problems; evaluation of the impact of substance abuse treatment on Medicaid costs, mortality, and criminal justice outcomes for Supplemental Security Income (SSI) recipients; a study of the impact of recent eligibility policy changes on children's Medicaid coverage; evaluation of a pilot project integrating medical, long-term care, chemical dependency, and mental health services for aged or disabled Medicaid clients in Snohomish County; and an evaluation of the impact of mental health treatment on medical costs, mortality, and criminal justice outcomes for Medicaid enrollees.

HONORS AND AWARDS

Stanford University Predoctoral Fellowship

Ford Foundation Predoctoral Fellowship

2004 DSHS Outstanding Leadership Award

2004 DSHS Outstanding Team Award, Washington Medicaid Integration Partnership Team

SELECTED PUBLICATIONS AND REPORTS

2001 *Examining the Circumstances of Individuals and Families Who Leave TANF: Assessing the Validity of Administrative Data* **Mancuso, D.C.**, Lieberman, C.J., Lindler, V.L. & Moses, A. . Final Report to the U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation.

2002 *California's Welfare Policy Explain the Slower Decline of its Caseload?* MaCurdy, T.E., **Mancuso, D.C.**, & O'Brien-Strain, M.A. Does Public Policy Institute of California,.

2003 *TANF Leavers: Examining the Relationship Between the Receipt of Housing Assistance and Post-TANF Well-Being* **Mancuso, D.C.**, Lieberman, C.J., Lindler, V.L. & Moses, A. *Cityscape*,:6(2):123-138.

2003 *Washington State Mental Health Services: Cost Offsets and Client Outcomes* (with Sharon Estee). Report to the DSHS Mental Health Division. Available at http://publications.rda.dshs.wa.gov/122/

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
David Mancuso, Ph.D.	Senior Research Supervisor

2004 *Frequent Emergency Room Visits Signal Substance Abuse and Mental Illness* (with Dan Nordlund and Barbara Felver). Report to the DSHS Division of Alcohol and Substance Abuse. Available at http://publications.rda.dshs.wa.gov/884/

2005 *Profile of Substance Use and Need for Treatment Services - Washington State Needs Assessment Household Survey* (with Mike Gilson and Barbara Felver). Report to the DSHS Division of Alcohol and Substance Abuse. Reports available at http://publications.rda.dshs.wa.gov/207/

2005 *PACE: An Evaluation* (with Greg Yamashiro and Barbara Felver). Report to the DSHS Aging and Disability Services Administration. Available at http://publications.rda.dshs.wa.gov/1133/

2005 *Patterns of Prescription Opiate Use by Aged, Blind, or Disabled Clients in Washington State* (with Dan Nordlund and Barbara Felver). Report to the DSHS Division of Alcohol and Substance Abuse. Available at http://publications.rda.dshs.wa.gov/494/

2005 *The Children's Medical Caseload: Why the Decline?* (with Vicki Wilson, Jenny Hamilton, Kathryn Beall, and Barbara Felver). Report to the DSHS Medical Assistance Administration. Available at http://publications.rda.dshs.wa.gov/1135/

2006 *GA-U Clients: Challenges and Opportunities* (with Dan Nordlund and Barbara Felver). Report to the DSHS Economic Services and Health and Recovery Services Administrations. Available at http://publications.rda.dshs.wa.gov/1235/

2006 *The effect of substance abuse treatment on Medicaid expenditures among General Assistance welfare clients in Washington State* (with Wickizer, T.M., Krukpski, A., Stark, K.D., Mancuso, D., & Campbell, K.) The Milbank Quarterly, 2006:84(3):555-576.

2007 *Arrests Among Working-Age Disabled Clients: The Role of Mental Illness and Substance Abuse* (with Dan Nordlund and Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1147/

2008 *Predictors of Out-of-Home Placement Among Children with Developmental Disabilities* (with Barbara Lucenko and Bianca Janssen-Timmen). Report to the Aging and Disabilities Services Administration. Available at http://publications.rda.dshs.wa.gov/1348/

2008 *Welfare Fraud Investigations: Cost Savings Estimates for TANF, GA, Child Care, Basic Food, and Medical Assistance* (with Melissa Ford Shah, Kathryn Beall, Jim Nearing, and Barbara Felver). Report to the Division of Fraud Investigation. Available at http://publications.rda.dshs.wa.gov/1355/

2008 *Children of DOC Incarcerated Parents use DSHS Services at Very High Rates* (with Rebecca Yette, Jim Nearing, Barbara Felver and Elizabeth Kohlenberg). Report to the Children and Families of Incarcerated Parents Advisory Committee. Available at http://publications.rda.dshs.wa.gov/1350/

2008 *Intensive Case Management within a Supportive Housing Facility: Preliminary Findings from the King County Pilot* (with Melissa Ford Shah, Dan Nordlund and Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1367/

2008 *Intensive Case Management as a Community-Based Stand-Alone Service: Preliminary Findings from the Thurston|Mason Pilot* (with Melissa Ford Shah, Dan Nordlund and Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1368/

2008 *DASA Treatment Expansion: October 2008 Update* (with Dan Nordlund and Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1370/

2009 *Chemical Dependency Treatment, Public Safety* (with Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1372/

2009 *Washington's Medicaid Buy-In Program: Supporting and Encouraging Employment* (with Melissa Ford Shah, Lijian He, Sharon L. Estee and Barbara Felver). Report to the DSHS Health and Recovery Services Administration. Available at http://publications.rda.dshs.wa.gov/1374/

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Barbara A. Lucenko, Ph.D.	Senior Research Manager

EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Delaware, Newark, Delaware	B.S.	1990	Business Administration
Nova Southeastern University, Ft. Lauderdale, Florida	M.S.	1995	Mental Health Counseling
University of Washington School of Medicine	Clinical Internship	1999-2000	Psychiatry & Behavioral Sciences
Nova Southeastern University, Ft. Lauderdale, Florida	Ph.D.	2000	Psychiatry & Behavioral Sciences
University of Miami School of Medicine, Florida	Postdoctoral	2002	Clinical Psychology

RESEARCH AND PROFESSIONAL POSITIONS

1994-1996 **Special Project Coordinator and Research Assistant,** Center for the Study of Youth Policy, Nova Southeastern University Law Center

1995-1996 **Research Assistant,** Child and Adolescent Traumatic Stress Program, Nova Southeastern University, Psychology

1995-1999 **Research Coordinator,** Trauma Resolution and Integration Program, Nova Southeastern University, Psychology

1996-1999 **Adjunct Professor, ,** Broward Community College, Behavioral Sciences, Fort Lauderdale, Florida

1997–1999 **Statistical and Testing Consultant,** Computer and Testing Lab, Nova Southeastern University, Psychology

2000-2002 **Postdoctoral Fellow/Assistant Scientist,** University of Miami School of Medicine, Psychiatry & Behavioral Sciences

2002–2004 **Senior Research Specialist,** Washington State Center for Court Research, Administrative Office of the Courts, Olympia, Washington. Primary Project: Washington State Unified Family Court Evaluation

2004-2006 **Research Psychologist,** Madigan Army Medical Center, Psychology, Tacoma, Washington

2006-2007 **Research Administrator, Evaluation & Quality Assurance,** Washington State Department of Social and Health Services, Division of Alcohol and Substance Abuse (DASA), Olympia, Washington

2002-now **Psychologist**, State of Florida, PY6521

2004-now **Psychologist**, St ate of Washington, PY2930

2005-now **Clinical Instructor**, **Department of Psychiatry and Behavioral Sciences,** University of Washington School of Medicine, Seattle, Washington

2008-now **Senior Research Manager for Behavioral Health,** Washington State Department of Social and Health Services, Research and Data Analysis Division, Olympia, Washington

PEER REVIEWED PUBLICATIONS

1998 *Abuse characteristics among child sexual abuse survivors in therapy: A gender comparison.* Gold, S.N., Elhai, J.D., **Lucenko, B.A.**, Swingle, J.M., & Hughes, D.M.; *Child Abuse & Neglect, 22,* 1005-1012.

1999 *A comparison of psychiatric/psychological symptomatology of women and men sexually abused as children.* Gold, S.N., **Lucenko, B.A.**, Elhai, J.D., Swingle, J.M., & Sellers, A.H.; *Child Abuse & Neglect, 23*, 683-692.

2000 *Relationship to perpetrator and posttraumatic symptomatology among sexual abuse survivors.* **Lucenko, B.A.**, Gold, S.N., & Cott, M.A.; *Journal of Family Violence, 15,* 169-179

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BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Barbara A. Lucenko, Ph.D.	Senior Research Manager

2000 *Relations between coercive strategies and MMPI-2 scale elevations among women survivors of childhood sexual abuse.* **Lucenko, B.A.**, Gold, S.N., Elhai, J.D., Russo, S.A., & Swingle, J.M.; *Journal of Traumatic Stress, 13*, 169-177.

2001 *Substance abusing adolescents at varying levels of HIV risk: Psychosocial characteristics, drug use and sexual behavior.* Malow, R.M, Dévieux, J., Jennings, T.E., **Lucenko, B.A.** & Kalichman, S.; *Journal of Substance Abuse, 13,* 103-117.

2002 *Impulsivity and HIV risk among adjudicated alcohol-and-drug-abusing adolescent offenders.* Dévieux, J.G., Malow, R.M., Stein, J.A., Jennings, T.E., **Lucenko, B.A.**, Averhart, C., & Kalichman, S.; *AIDS Education and Prevention, 14(5)*, 24-35.

2002 *Audio-Casi vs. Interview Method of Administration of an HIV/STD Risk of Exposure Screening Instrument for Teenagers.* Jennings, T., **Lucenko, B.A.,** Malow, R.M., and Dévieux, J.G.; *International Journal of STDs and AIDS*, 13, 781-784.

2003 *Negative affect and HIV risk in alcohol and other drug (AOD) abusing adolescent offenders.* **Lucenko, B.A.,** Malow, R.M., Sanchez-Martinez, M., Jennings, T, Dévieux, J.G.; *Journal of Child & Adolescent Substance Abuse, 13,* 1-17.

2006 *History of childhood sexual abuse as a risk factor for HIV risk behavior.* Malow, R.M., Dévieux, J.G., **Lucenko, B.A.**; *Journal of Trauma Practice, 5,* 13-32.

2006 *History of traumatic abuse and HIV risk behaviors in severely mentally ill substance abusing adults.* Malow, R.M., Dévieux, J.G., Martinez, L., **Lucenko, B.A.,** & Kalichman, D.; *Journal of Family Violence, 21,* 127-135.

2007 *Triple Jeopardy for HIV: Substance Using Severely Mentally Ill Adults.* Dévieux, J.G., Malow, R.M., Lerner, B.G., Dyer, J., Baptista, L., **Lucenko, B.A.,** & Kalichman, D.; *Journal of Prevention & Intervention in the Community, 33*, 5-18.

2007 *Relative Impact of Adverse Events and Screened Symptoms of PTSD and Depression among Active Duty Soldiers Seeking Mental Health Care.* Gahm, G.A., **Lucenko, B.A.**, Retzlaff, P., & Fukuda, S.; *Journal of Clinical Psychology, 63,* 199-211.

2007 *Screening soldiers seeking care for mental health concerns.* Gahm, G.A. & **Lucenko, B.A.**; *Military Medicine, 173, 17-24.*

2009 *Evaluation of the Washington State Access to Recovery (ATR) Project: Effects on Medicaid Costs for Working Age Disabled Clients.* Wickizer, T.M., Mancuso, D., Campbell, K., & **Lucenko, B.A.**; *Journal of Substance Abuse Treatment.*

SELECT GOVERNMENT REPORTS

1999 *Protocol for Transitioning Mentally Ill Offenders into the Community in the State of Washington.* **Lucenko, B.A.** & LaMar, J. Report presented to the Dangerously Mentally Ill Offender Implementation Council, Department of Corrections, Olympia, Washington.

2000 *Phase I Mental Health Court Evaluation: King County District Court.* Trupin, E., Richards, H.J., **Lucenko, B.A.**, & Wood, P.

2006 *Army Suicide Event Report (ASER): Calendar Year 2005.* Gahm, G.A. & **Lucenko, B.A.;** *Suicide Risk Management and Surveillance Office*, ABHTO Report No. 2006-1.

2008 *Treatment works for ADATSA clients: Earnings, criminal recidivism, and medical cost outcomes are better for ADATSA clients who receive alcohol or other drug treatment.* Mancuso, D., Nordlund, D.J., **Lucenko, B.A.**, & Felver, B.E.M.; RDA Report 4.67.

2008 *Co-Occurring Disorders among DSHS Clients: Report to the Washington State Legislature*. **Lucenko, B.A.**, Mancuso, D., & Estee, S.; RDA Report 3.32.

CONNIE MICHENER - PROFESSIONAL EXPERIENCE
ConnieM@dis.wa.gov / (360) 902-3468

Senior Policy and Information Technology Management & Oversight Consultant, Department of Information Services (2007 – Present)

- Senior advisor to the Deputy Director for the Management Oversight of Strategic Technologies, key executives of DIS, members of the Information Services Board, and senior Executive Branch officials on technology matters
- Participation in steering committee and project status meetings for major single and multi-agency mission-critical technology projects
- Representing DIS senior management and the Information Services Board to large Executive Branch agencies conducting major technology initiatives
- Project approval and process recommendations to ensure successful implementation of agencies information technology projects
- Analysis and recommendation of technical policies, standards, and guidelines for the conduct of major information technology investments and projects

Executive Director, K-20 Education Network Board, Department of Information Services (2005 – 2007)

- Provided leadership, planning, and coordination for all administrative aspects of the operation and continuing development of the K-20 statewide educational telecommunications infrastructure an operating budget of $27 million
- Ensured the Board was provided with a balanced perspective, objective research, and policy analysis to inform decision making
- Fostered new and deepen existing collaborations that align with the activities in a way that increases visibility and resources
- Provided oversight of operating budget and forecasts to ensure that financial and operational goals and objectives are being met
- Managed and coordinated advocacy activities with any relevant state or national task force, steering committee, professional organizations, and the education community
- Established network performance measures for accountability and reporting project grants
- Developed and implemented education and advocacy strategies in support of the Board's policy and budget recommendations
- Represented the Board to key external constituencies (Governor, Legislature; legislative committee staff, education sectors, state agencies)
- Additional duties include analysis of education and technology related bills during legislative session
- Recruited new of Board members

Acting Deputy Director, Management and Oversight of Strategic Technologies Division, Department of Information Services (June 2005 to August 2005)

- Managed 20 senior technology management consultants and policy analysts who serve as staff to the Information Services Board, senior executives in DIS, and senior executive branch officials on technology matters

- Accountable for staff recommendations regarding oversight of major IT investments and IT projects managed by executive branch agencies
- Developed and recommended statewide IT standards and policies
- Communicated clear expectations to staff to meet the needs of the Director and Board
- Provided leadership and oversight of talent assessment and performance management
- Supported staff in preparing, briefing for, and arranging for Board meetings
- Developed a transition plan for the incoming Deputy Director

Manager, Small Agency Client Services, Department of Information Services (2003 - 2005)

Special Projects Manager for Policy & Planning, Department of Information Services (2000 -2003

Executive Performance Manager (Executive Loan), Department of Veterans' Affairs (1999 – 2000)

Acting Assistant Director for Administrative Services, Department of Information Services (1998 – 1999)

Sr. Policy Advisor & Internal Quality Consultant, Department of Information Services (1997 – 1998)

Executive Policy Assistant to the Director, Department of Revenue (1993 – 1997)

Special Assistant for Boards & Commissions, Office of the Governor (1988 – 1992)

Executive Assistant for Public Relations, Office of the Governor (1987 – 1988)

EDUCATION

- Project Management Certificate Program, South Puget Sound Community College (2009)
- Masters of Public Administration, University of Washington (2005)
- Organizational Leadership, Chapman University (continuing education 2004)
- Mediation Certification (2000)
- Quality Management Certificate, University of Washington (1999)
- National Judicial Ethics College (1998)
- Washington State Quality Award Self-Assessment Certification (1998)
- John F. Kennedy School of Government for Senior Executives, Harvard (1996)
- Executive Management Program Graduate, University of Washington (1995)
- Career Executive Management Program, Graduate (1992)

RICHARD A. DUCHAINE
richardd@dis.wa.gov
(360) 902-3563

SUMMARY OF QUALIFICATIONS

Information Systems Executive Consultant with diverse experience and proven leadership in both the private and public sectors, successful at direct bottom line contribution through the application of state of the art data processing technology supporting businesses ranging from ten million to twenty billion dollars in revenue. Broad management and consulting expertise with a balanced business and technical foundation. Successful assignments in building high powered organizations, strategic planning, organizational and project assessments, and the planning and management of large IT projects.

EXPERIENCE

STATE OF WASHINGTON – DEPARTMENT OF INFORMATION SERVICES, Olympia, WA 2006 to present

2006 to present **SENIOR OVERSIGHT AND TECHNOLOGY CONSULTANT**

- Responsible for oversight of major high risk projects for all of the state higher education institutions and key agencies including the Department of Licensing (DOL), the Department of Revenue (DOR), General Administration (GA), and the Secretary of State (SOS). Projects for which oversight has been provided include the re-hosting of the Vehicle Registration System for DOL, creation of an enhanced driver's license to be used in place of a passport for DOL, automated clinical documentation for the University of Washington (UW) Medicine, Medical Billing System for the medical centers of UW, and administrative system replacement for UW and Washington State University.

STATE OF WASHINGTON – ADMINISTRATIVE OFFICE OF THE COURTS, Olympia, WA 2005 to 2006

2005 to 2006 **CONTRACT CHIEF INFORMATION OFFICER**

- In order to turn both the organization and the project around, performed a complete assessment on the then current JIS migration program. Documented issues and problems. With the support of the governance organization, laid out a plan to address these issues and establish a revamped direction.
- Initiated an effort to build a high powered organization aimed at strengthening the IT staff and giving them the technical and interpersonal skills required to be successful at a program of this magnitude.

- Moved the program from having a high risk tactic of in house software development to one that is now focused on buying off the shelf.
- Designed and implemented new organization structure, laid out detailed project plans and skill requirements, and staffed with required resources.
- Revised project was initiated in February 2006 and is expected to begin implementation across the state in fall of 2007.

SNOHOMISH COUNTY PUBLIC UTILITY DISTRICT # 1, Everett, WA 1998 to 2004

1998 to 2004 **CHIEF INFORMATION OFFICER**

US WEST NEWVECTOR GROUP, INC. (AirTouch Cellular), Bellevue, WA 1994 to 1998

1994 to 1998 **MANAGING DIRECTOR, BUSINESS & INFORMATION SYS.**

INFORMATION SYSTEMS MANAGEMENT CONSULTANT, Seattle, WA 1991 to 1994

- Contract CIO for City of Tacoma and Tacoma Public Utilities

TUPPERWARE, Orlando, FL

1986 to 1991 **VICE PRESIDENT, MIS INTERNATIONAL ADMINISTRATION**

UNION CARBIDE CORPORATION, Danbury, CT

1966 to 1985 **SENIOR MANAGING CONSULTANT INFORMATION SYSTEMS AND PLANNING**

UNITED STATES ARMY, Heidelberg Germany

SYSTEMS ANALYST (Captain) Intelligence Division, Headquarters US Army Europe.

CAREER RELATED EXPERIENCE

- Member of the University of Washington Extension Information Systems Advisory Board.
- Guest speaker at several national professional meetings.
- Past member of the Board of Directors, Orlando Opera Company

EDUCATION

BS Electrical Engineering Massachusetts Institute of Technology 1962
Continuing Education Average 100+ hours annually in Information Systems and Management education and training.

Project Narrative

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

Attachment 1:
Title: **WA SLEDS Current Status** Pages: **4** Uploaded File: **D:\Appendix_C.pdf**

APPENDIX C: Current Status of State's Longitudinal Data System

Tables

Current Status of Washington's Longitudinal Data System C-2
ERDC Work Before and After ESP-20 Creation C-3

Key to Project Outcomes

1 Data governance
1.1 Interagency data-sharing agreements
1.2 Data use agreements and review process
1.3 Data request process

2 Research and reporting
2.1 Feedback reports (outcomes reporting back to HS, CTC, 4 years)
2.2 Research briefs/derived indicators
2.3 Research data sets
2.4 Training and outreach
2.5 Social services data-to-information project
2.6 Employment data handbook
2.7 National Student Clearinghouse

3 Data warehouse development
3.1 Data inventory
3.2 Data Dictionary
3.3 Database environment
3.4 Integration procedures
3.5 Data marts

4 Interoperability
4.1 OSPI
4.2 DEL
4.3 SBCTC
4.4 HECB
4.5 ESD
4.6 WTECB

5 Source system enhancements
5.1 Integration of CTC data into PCHEES
5.2 HECB data system enhancements
5.3 DEL Student Information System
5.4 SBCTC COBOL to SQL
5.5 WTECB upgrades

Current Status of Washington's Longitudinal Data System						
Capabilities and Requirements			Current status			Relevant Outcomes
			Completed for K-12 only	Funded through 2009 IES grant for K-12 only	Currently ad-hoc by ERDC, SLDS grant improves processes P-20	Development with SLDS grant	
7 capabilities		C1 Examine student progress over time		x	x		All
		C2 Facilitate/enable exchange of data			x		1.1-1.3, 2.3, 2.5, 4.1-4.6, 5.1-5.5
		C3 Link student data with teachers		x			
		C4 Teachers linked to certification & prep	x	x			
		C5 Data easily generated -timely reporting				x	2.1-2.5, 3.1-3.5
		C6 Data quality - integrity				x	3.1-3.4
		C7 Meet reporting requirements	x			x	2.2, 3.1-3.5
12 elements	P-20	E01 Unique student ID	x		x		3.4
		E02 Enrollment, demographic, program info	x		x	x	3.3, 3.5, 5.1-5.3, 5.5
		E03 Exit, transfer, drop-out, completions	x		x	x	3.3, 3.5, 5.1, 5.3, 5.5
		E04 Communicate with HE systems			x		3.3, 3.4, 4.3, 4.4, 5.1, 5.2, 5.4
		E05 Data audit system	x			x	3.1-3.5; 5.1
	K-12	E06 K-12 Assessment records	x				
		E07 Students not tested	x				
		E08 Teacher ID system	x				
		E09 Transcript info (courses, grades)	x				
		E10 College readiness scores	x				
	Post-sec.	E11 Transition to post-sec (including remedial)			x		2.1-2.3,2.5,2.7,3.1-3.5,5.1,5.5,5.4
		E12 Other info re preparation for post-secondary				x	2.5-2.7, 3.5

ERDC Work Before and After Three Years of Grant Funding

Outcome	Current Status	After
1 Data Governance	Individual data sharing agreements between ERDC and partner agencies. No centralized process for multi-agency use.	Centralization of multiple-agency data sharing agreements, data use and review process, and establishment of a data request process.
2 Reporting and Analysis	Summary reports, including feedback reports and research briefs, generated ad hoc.	Standard reports and analytical products designed to inform policy and practice for a variety of decision-makers.
2 Research Data Sets	Generated ad hoc.	A data warehouse environment with data marts that facilitate research, reporting, and ad hoc queries.
2 Workforce Connections	Documentation of employment data processes for assessment of outcomes not widely available.	Employment data handbook outlining procedures for use in WA and other states.
2 Social Service Connections	Ad hoc connections.	Research on the educational outcomes of program participants.
3 Data Validation and Integration	Time-consuming, non-standardized data validation, scrubbing operations and file merges.	Increased automation in data warehouse using universal data standards and definitions and a standardized database structure.
3 Longitudinal Transforms	Time-consuming, non-standardized derivation of longitudinal data elements.	Automated processes for deriving longitudinal data elements using universal data standards and definitions.
3 Ad Hoc Query Access	Using local tools only (e.g., SAS, Visual Studio).	Global query access to comprehensive data sets in data warehouse using common query tool.
3 User Documentation	No centralized data dictionary for P-20 longitudinal research available to researchers.	Global data dictionary for P-20 longitudinal research that contains universal data standards and definitions that crosswalk agency-specific standards and definitions.
4 Interoperability	No current systems interoperability. Data transfers of standardized and non-standardized files, validation and integration mostly ad hoc.	Frameworks and procedures in place for the efficient exchange of data between the P-20 data warehouse and other data systems.
5 Source System Enhancements	Currently public postsec. data stored in 2 separate systems. No capability for centralized early learning student info. system. Several legacy systems in need of upgrade or replacement for efficient exchange of P-20 data.	Integrated 2- and 4-year postsec. data; early learning student info. system capable of including all early learners; migration of comm. and tech. colleges data system to SQL; improved data collection of students attending private career schools and non-credit programs.

Project Narrative

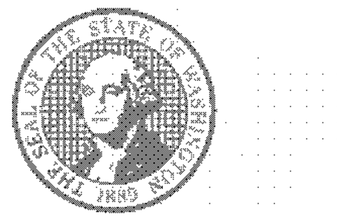
Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **WA SLEDS LETTERS** Pages: **35** Uploaded File: **D:\Appendix_D_lettersofsupport.pdf**

APPENDIX D: Letters of Support

Name	Title	Agency
Christine Gregoire	Governor	State of Washington
Randy Dorn	State Superintendent	OSPI
Victor Moore	Director	OFM
Tom Jensen	Administrator	LEAP
Elizabeth Hyde	Director	DEL
Charles Earl	Executive Director	SBCTC
Ann Daley	Executive Director	HECB
Terry Teale	Executive Director	COP
Eleni Papadakis	Executive Director	WTECB
Jody Becker-Green	Senior Director	DSHS-Planning, Performance and Accountability
John Clayton	Assistant Secretary	DSHS-Juvenile Rehabilitation Administration
David Dickinson	Director	DSHS-Division of Behavioral Health and Recovery
Troy Hutson	Assistant Secretary	DSHS-Economic Services Administration
Ross Hunter	State Representative	State of Washington
Skip Priest	State Representative	State of Washington
WA Congressional Delegation	Senators and Representatives	US Congress
Richard Brandon	Director	Human Services Policy Center
Agda Burchard	Executive Director	Washington Association for the Education of Young Children
Marty Daybell	Executive Director and CEO	Washington School Information and Processing Cooperative
Ruta Fanning	Legislative Auditor	Joint Legislative Audit and Review Committee
Dan Goldhaber	Research Professor	Center on Reinventing Public Education
Jeanne Harmon	Executive Director	Center for Strengthening the Teaching Profession
Roxanne Lieb	Director	Washington State Institute for Public Policy
Kimberly Mitchell	Senior Program Officer	Gates Foundation
Margaret Plecki	Associate Professor	University of Washington
Paul Rosier	Executive Director	Washington Association of School Administrators
Bill Williams	Executive Director	Washington State Parent Teacher Association

CHRISTINE O. GREGOIRE
Governor



STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 753-6780 • www.governor.wa.gov

November 9, 2009

Dr. Tate Gould
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, DC 20006

Re: Statewide Longitudinal Data System (SLEDS) grant

Dear Dr. Gould:

I am writing to indicate my full support for Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. I am confident that development of this longitudinal data system will enhance policy development at the state level and management of education at the local level, while also improving our state's capacity to develop an education system ideal for our state's earliest learners and to prepare students for post-secondary and workforce opportunities in their future.

In 2005, I initiated Washington Learns, a comprehensive review of our state's education system. One of the key findings resulting from Washington Learns was a need for more comprehensive and centralized education data. As a result, there was a broad, bi-partisan effort in 2007 to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P-20 and workforce data systems and provide useful products to educators at all levels. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and my central budget office (where ERDC is administratively located), will enhance and speed up the work the ERDC was established to do.

The ERDC's proposed project will provide an abundance of data, benefiting numerous education entities. This data will include outcome information among the education sectors, such as valuable information about the outcomes of a school's or district's graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by other categories such as race and ethnicity, gender, income, assessment scores and high school course-taking patterns to provide helpful information for policy and program decisions.

Our state's initial commitment to developing longitudinal data, as evidenced by the creation of our ERDC, gives Washington the advantage of putting the SLEDS grant funding to work quickly and effectively. I urge your thoughtful consideration of this important proposal.

Sincerely,

Christine O. Gregoire
Governor

PR/Award # R384A100016

SUPERINTENDENT OF PUBLIC INSTRUCTION

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

December 1, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, Rm. 9023
Washington D.C. 2006-5651

Dear Dr. Gould:

Thank you for considering Washington's Statewide Longitudinal Data System grant application. As evidenced by our very high ratings with the Data Quality Campaign scorecard, we understand the tremendous power of using data to inform state, school district, and classroom policy and instructional decisions.

However, while we have made significant progress in using data to improve instruction and decision-making, much work remains. While we now have critical data elements in our data warehouse, we need to employ additional data mining tools, identify additional reports that will be useful to educators and policy-makers, make the data more accessible to researchers, and increase our ability to exchange information with our early-learning and higher education partners.

This grant application resulted from a very collaborative process that included the Governor's Education Research and Data Center, four-year universities, Community and Technical Colleges, K-12 education, the Department of Early Learning, and employment and social service agencies. If we receive the grant award, I am confident that this collaborative relationship will be continued.

Once again, thank you for your consideration. If you have any questions or would like additional information, please do not hesitate to contact me.

Respectfully,

Randy I. Dorn
State Superintendent
of Public Instruction

STATE OF WASHINGTON
OFFICE OF FINANCIAL MANAGEMENT
Insurance Building, PO Box 43113 • Olympia, Washington 98504-3113 • (360) 902-0555

November 9, 2009

Dr. Tate Gould
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, D.C. 20006

Dear Dr. Gould:

I am writing in support of Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. If awarded, the grant would be jointly managed by the state Office of Financial Management (OFM) and the state Office of the Superintendent of Public Instruction (OSPI). I am confident that this strong partnership will result in more effective state education policy and a better-managed, more effective education system in Washington.

Receiving this grant will allow us to build on steps the Governor has taken connecting early learning, K-12, post-secondary, and workforce training into a comprehensive policy framework. In 2005, Governor Gregoire initiated Washington Learns, a comprehensive review of Washington's education system. One key result of that effort has been the recognized need for a system that provides more comprehensive and centralized education data.

In 2007, we created the state's Education Research and Data Center (ERDC) to integrate P-20 and workforce data systems, and to provide educators and policymakers with tools to evaluate outcomes. Our SLEDS proposal would greatly enhance the ERDC's efforts, providing data that would include such things as outcome information for a school's or district's graduates and drop-outs, information about each student's college enrollment, major course of study, transfer activity, and graduation and employment outcomes. This would enable us to identify which schools and programs have consistently strong performance and to pinpoint potential contributing factors, such as demographic characteristics, income, assessment scores, and high school course-taking patterns.

This proposal would also significantly advance a more general, ten-year effort by OFM, covering education, as well as other programs, to provide greater emphasis on evidence-based decisions during state budget development. The SLEDS grant would give current and contemplated efforts a major boost.

I can attest to the level of commitment that both the Office of Financial Management and the Office of the Superintendent of Public Instruction have for this important work. Thank you for giving Washington State's application for a SLEDS grant your thoughtful consideration.

Sincerely,

Victor A. Moore
Director

3309 Capitol Boulevard
P.O. Box 40934
Olympia, WA 98504-0934

LEAP
committee
Tom Jensen, Administrator

(360) 786-6111
Fax (360) 786-6130
http://leap.leg.wa.gov

Legislative Evaluation & Accountability Program Committee

REPRESENTATIVES ♦ Glenn Anderson ♦ Mark Miloscia, Vice Chair ♦ Larry Seaquist ♦ Joe Schmick
SENATORS ♦ Mary Margaret Haugen ♦ Chris Marr ♦ Dan Swecker, Chair ♦ Vacant

Ken Kanikeberg
P.O. Box 47200
600 Washington St SE
Olympia, WA 98504-7200

Dear Ken,

The Legislative Evaluation and Accountability Program (LEAP) Committee, a partner of the Education and Research Data Center (ERDC), is pleased to support the Office of Superintendent of Public Instruction (OSPI) application to the Institute of Education Services for a Washington P-20 Longitudinal Education-Workforce Data System. This unique relationship between the Executive and Legislative branches will provide an environment that informs policy makers and promotes student learning.

The 2007 Washington State Legislature created the ERDC with LEAP as a statutory partner. LEAP has been working with the ERDC, OSPI, and the other education partners for over two years to establish data-sharing agreements, address privacy issues, and develop linking procedures among the P-20 datasets. LEAP is dedicated to this effort and is prepared to continue to commit resources with the ultimate goal of returning linked, non-identified research information to teachers, administrators, researchers, the Governor, and the state Legislature.

Resources have been limited and consequently progress on the P-20 Longitudinal System has been slow. With additional resources, the education partners of Washington State will implement a more comprehensive system and begin sharing valuable information much sooner.

The LEAP Committee looks forward to working closely the ERDC, OSPI, and the other education agencies to develop the Washington P-20 Longitudinal Education-Workforce Data System.

Sincerely,

Tom Jensen

Tom Jensen
Administrator
Legislative Evaluation and Accountability Program Committee

STATE OF WASHINGTON
DEPARTMENT OF EARLY LEARNING
PO BOX 40970, Olympia, Washington 98504-0970
(360) 725-4665 • FAX (360) 413-3482

October 13, 2009

Institute of Education Sciences
National Center for Education Statistics
1900 K Street NW
Washington, DC 20006

Dear IES Evaluation Committee Members:

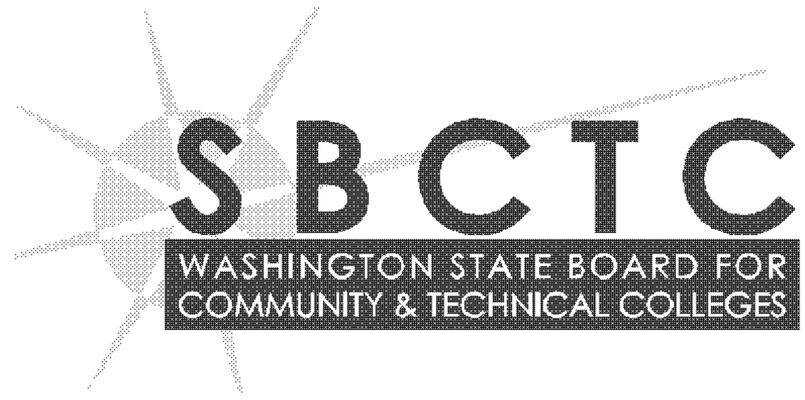
I am writing to lend my support to the P-20 longitudinal data system proposal. We at the Department of Early Learning are eager to partner in our State's submission.

Governor Gregoire established a separate Department of Early Learning because she is convinced of the power and efficiency of these programs and because she wished to create a coordinated, synergistic system for young children and their families statewide. Only by establishing a system wherein we create unique student identifiers for all children from birth through higher education can we assess trends, determine how well different subgroups of children learn, and evaluate the short term and long term impacts of different early learning strategies and programs.

I am delighted that we in the State of Washington are beginning this important process with this proposal.

Sincerely,

Elizabeth M. Hyde, Ph.D.
Director



November 9, 2009

Statewide Longitudinal Data System Grant Committee
Institute of Education Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, D.C. 20006

Dear IES Evaluation Committee Members:

On behalf of the Washington State Board for Community and Technical Colleges (SBCTC), I am pleased to support Washington's P-20 Longitudinal Education-Workforce Data System grant application. SBCTC staff is currently participating in the education agency director's group prioritizing work and resolving issues arising from sharing and using linked multi-agency education and workforce data. The grant application connects well with work already begun by the director's group. We feel the key outcomes identified in this proposal will improve student success in Washington.

The proposal aligns with two of the SBCTC's ten year goals to:

1. Achieve increased educational attainment for all residents across the state
2. Strengthen state and local economies by meeting the demands for a well educated and skilled workforce

It plans to accomplish this by enhancing and integrating several educational databases into one statewide data repository for the P-20 system. An educational system database will enhance the ability of state leaders and educational administrators to analyze student information and make informed policy decisions promoting student access, persistence and educational achievements.

The SBCTC looks forward to continuing its work with the Office of the Superintendent of Public Instruction and the Educational Research Data Center to meet the goals of this proposal. SBCTC's information and technology division and research unit are ready to provide technical, architectural, and analytical assistance during development and implementation. We appreciate the opportunity to be included in this partnership and look forward to working together to better serve Washington's residents.

Sincerely,

Charles N. Earl

Charles N. Earl
Executive Director

Charles N. Earl, *Executive Director,* • *1300 Quince St SE* • *P.O. Box 42495* • *Olympia, WA 98504-2495* • *306-704-4400 Office* • *360-704-4415*

JESUS HERNANDEZ
CHAIR

ANN DALEY
EXECUTIVE DIRECTOR

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

November 5, 2009

Statewide Longitudinal Data System Grant Committee
Institute of Education Sciences
National Center for Education Statistics
1900 K Street NW
Washington, DC 20006

Dear IES Evaluation Committee Members:

The Washington Higher Education Coordinating Board (HECB) strongly supports the Washington Statewide Longitudinal Data System grant application submitted by the Office of the Superintendent of Public Instruction (OSPI). Approval of this grant application will enable Washington to make rapid progress implementing its P-20 data warehouse, a project begun several years ago to help Washington meet its goals for educational improvement across all sectors.

The effort to develop a more integrated and responsive data analysis system for Washington's schools and post-secondary institutions began in 2005, when Gov. Chris Gregoire formed *Washington Learns*, a committee I chaired that conducted a comprehensive review of the state's educational system– early learning through graduate school.

Washington Learns recommended creation of the Education Research and Data Center (ERDC), under the state's Office of Financial Management, to develop and maintain state-level databases to inform educational policy and practice. The ERDC, composed of all education agencies and the state's Employment Security Department, has made a strong beginning by establishing a statewide education research agenda and developing a P-20 data warehouse. But more needs to be done on this important project.

Support is needed to increase data acquisition and analysis to cover groups of citizens who are not captured through the integration of existing databases. These are precisely the groups we need to target as we implement improvements to our educational system.

We face a growing crisis. Younger adults are increasingly less well-educated than their parents and grandparents at a time when more than three-quarters of today's jobs require some level of postsecondary education. Growth in the state economy will require thousands of additional bachelor's and advanced degrees by the year 2030, as well as thousands of additional mid-level degrees and certificates. Many more citizens from groups and geographical regions now under-represented in higher education will need to participate and succeed in postsecondary education.

Approval of Washington's Statewide Longitudinal Data System grant application will enable the state to make rapid progress in developing the P-20 data system to help inform policy and practice to improve educational attainment levels. The HECB strongly supports this application.

Sincerely,

Ann Daley
Executive Director

Council of Presidents

Representing Washington's Public Baccalaureate Institutions

Terry Teale, Executive Director

November 5, 2009

Ken Kanikeberg
Office of the Superintendent of Public Instruction
PO Box 47200
600 Washington St. SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg,

The Council of Presidents, representing Washington's six public baccalaureate institutions (University of Washington, Washington State University, Central Washington University, Eastern Washington University, Western Washington University and The Evergreen State College), supports the Superintendent of Public Instruction's application for a Statewide Longitudinal Data System Grant for the State of Washington.

The Council of Presidents and our public baccalaureate institutions are partners in a number of collaborative efforts in the State of Washington aimed at improving the collection of education data across all sectors. We have a strong working relationship with all of our partners, including the Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board. We work very closely with the Office of Financial Management's Education Research and Data Center by providing detailed student-level enrollment data via the Public Centralized Higher Education Enrollment System (PCHEES).

This project will provide a critical analytical and longitudinal tool that will bring together data from all levels of our education communities and convert the data into information to inform critical policy decisions at sector transition points. Washington State has initiated a number of comprehensive and collaborative efforts aimed at improving student learning and success. We are particularly interested in data that helps us to understand what drives success at the critical junctions between our education sectors, as students transition from high school to post-secondary studies to the workplace.

The Council of Presidents will assist in the facilitation of the project . COP will provide videoconferencing facilities, meeting and office space to support the .25 FTE staff funding requested in the grant, and any other support necessary for the success of this project.

Sincerely,

Terry Teale
Executive Director

410 11th Ave SE, Suite 101
Olympia, WA 98501

www.councilofpresidents.org

PHONE: (360 292-4100
FAX: (360) 292-4110

STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
128 - 10th Avenue, S.W. • P.O. Box 43105 • Olympia, WA 98504-3105
Phone: 360-753-5662 • Fax: 360-586-5862 • Web: www.wtb.wa.gov • E-mail: wtecb@wtb.wa.gov

November 10, 2009

Ken Kanikeberg, Chief of Staff
Office of the Superintendent of Public Instruction
600 Washington St SE
Olympia, WA 98504-7200

Dear Mr. Kanikeberg:

I am pleased to support Washington State's application for Statewide Longitudinal Data Systems Grant funding under the Fiscal Year 2009 American Recovery and Reinvestment Act. The system represents an important opportunity to further our use of longitudinal multi-level interstate education and workforce data in policy and outcomes assessment. Development of our ongoing system was set in motion by the state law establishing the Workforce Training & Education Coordinating board, and this work has been ongoing for more than a decade. The additional activities proposed will help expand the scope of partners and data included in the process, and the ways in which outcome data can inform policy and practice.

Our staff will be available to participate in the overall interagency partnership for this proposal, as well as the roles identified for our agency in the proposal, specifically for improvements to data collection from workforce education and training providers, advancing system interoperability, and documenting for possible replication the successful interagency practices developed over the last ten years.

Given our agency's focus on performance research and analysis and wide coverage of workforce-related programs, secondary and post-secondary, public and private, improvements in longitudinal data capabilities are an important objective. Our experience working with this data has shown that education and workforce outcomes are inevitably inter-related and must be analyzed jointly in order to understand their effects and their important role in economic development.

We look forward to working with OSPI and the other partner agencies in upgrading and expanding our capacity to carry out the important task of bringing better information into the education and training process.

Sincerely,

Eleni Papadakis
Executive Director

STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
PLANNING, PERFORMANCE AND ACCOUNTABILITY
P.O. Box 45011, Olympia, Washington 98504-5011

November 2, 2009

Ken Kanikeberg, Chief of Staff
Office of Superintendent of Public Instruction
PO Box 47200
600 Washington St SE
Olympia, WA 98504-7200

RE: Education Research and Data Center (ERDC)
Statewide Longitudinal Data Systems (SLDS) grant proposal

Dear Ken,

I am pleased to offer my support for your Statewide Longitudinal Data Systems (SLDS) grant application. I understand that one of the objectives of your grant is to develop processes to link education and social services data, which has long been a goal of our Department, as we are very interested in education outcomes for our clients. Through this collaborative arrangement, I believe we will develop the capacity to provide timely and accurate information that will support both operational and policy decision making. I am happy to commit the time and efforts of my Research and Data Analysis (RDA) staff for this important endeavor.

Managers at the Department of Social and Health Services (DSHS) have long been interested in working with educational data – particularly such data as school completion, success in school, test scores, dropping out, and participation in post-secondary schooling – for evaluating the impacts of various programs serving youth, young adults and families. However, except for a few small pilot projects, it has been difficult to draw together information from the wealth of administrative data collected by the many diverse educational entities in our state.

I am excited about all of the proposed collaborative projects and the implications the findings may have for our clients, their children, and the programs that serve them. I understand that if this application is funded, RDA staff will work with senior DSHS managers to design and implement analyses and performance measures that will assist those managers in improving education outcomes for their youth and young adult clients. I also understand that this work involves sensitive education and service information and that it will involve seeking approval from the appropriate Institutional Review Board(s) and putting the appropriate data sharing agreements and protocols into place for each of the proposed projects.

I would also like to offer specific support for one of the programs I oversee, the Children and Families of Incarcerated Parents (CFIP) program. The proposed research study, "*Are Children of Incarcerated Parents at Higher Risk for Low Grades, Poor School Attendance and Dropping out of High School than Other Youth with Social Services Involvement?*" will really assist us in understanding this vulnerable subpopulation of children whose parents are serving prison sentences in Washington State. Understanding the risk factors and school performance for these children will help us to design and implement programs to better serve them in the future.

Because this work is so important for the populations we serve, I support your requested use of the Research and Data Analysis Division to carry out the list of proposed performance measurement and research studies upon your obtaining funding from the Department of Education).

Good luck with your proposal.

Sincerely,

Jody Becker-Green

Jody Becker-Green, PhD
Senior Director
Planning, Performance and Accountability

October 30, 2009

Elizabeth Kohlenberg
Washington State Department of Social and Health Services
Director, Research and Data Analysis Division
115 Washington Street, P.O. Box 45204
Olympia, WA 98504-5204

RE: Participation in Statewide, Longitudinal Data Systems (SLDS) grant proposal

Dear Liz:

I am pleased to support the research study to evaluate the impact of the Integrated Treatment Model (ITM) on education outcomes in Washington State as part of the Statewide, Longitudinal Data Systems grant proposal. This collaborative effort between our Research and Data Analysis (RDA) division and the Education Research and Data Center (ERDC) seems like the perfect approach to developing measures such as this for evaluating our program's impact on youth functioning. The Juvenile Rehabilitation Administration (JRA) has worked hard to create a model with evidence-based components that is effective and culturally sensitive. We are delighted to collaborate with you on this important next step.

RDA brings a number of critical strengths to this evaluation, including familiarity and experience working with JRA's Automated Client Tracking (ACT) system, experience in creating integrated databases using administrative records from multiple sources, and expertise in research design and statistical analyses for evaluating outcomes associated with programs designed to serve high-need populations like ours. We are very hopeful, based on both feedback from the field and pilot data analysis conducted by the RDA, that the integration of evidence-based practices such as Dialectical Behavior Therapy into our institutions and community-based services helps our youth develop skills that can be used in all aspects of their lives, including school. We are particularly interested in seeing whether implementing this model has increased their chances of successfully completing high school and attending college.

I understand that this commitment will involve extensive collaboration between the Research and Data Analysis staff and JRA management and clinical personnel, as well as linking our ACT client data to information from other state systems to analyze outcomes such as high school graduation and college attendance. JRA welcomes this work and any feedback you can provide on the effectiveness of our model.

I look forward to reviewing the findings of this study with my management and clinical teams, as well as with other state decision makers in Washington. We expect that this will be an important project with both state and national juvenile justice policy implications.

Sincerely,

John Clayton

John Clayton, Assistant Secretary
Juvenile Rehabilitation Administration

STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
DIVISION OF BEHAVIORAL HEALTH AND RECOVERY
PO Box 45330, Olympia WA 98504-5330
(360) 725-3700

November 6, 2009

Elizabeth Kohlenberg
Washington State Department of Social and Health Services
Director, Research and Data Analysis Division
115 Washington Street, P.O. Box 45204
Olympia, WA 98504-5204

RE: Participation in Statewide, Longitudinal Data Systems (SLDS) Grant Proposal
Mental Health and Chemical Dependency Projects

Dear Liz:

I am pleased to support the two projects you have proposed that focus on education outcomes for our youth clients receiving chemical dependency and mental health services in Washington State as part of the Statewide, Longitudinal Data Systems grant proposal. The Division of Behavioral Health and Recovery (DBHR) is very interested in how our youth are doing in school and whether our services impact their likelihood of success. This collaboration between the Department of Social and Health Services Research and Data Analysis Division (RDA) and the Education Research and Data Center (ERDC) is a logical partnership for developing measures that will assist us in making operational and policy decisions.

Based on past work RDA has done for DBHR that involved integrating data from the criminal justice, medical, employment and social services systems, together with your familiarity in working with our treatment data, I am confident that these projects will be successful. The mental health system in Washington State is in the process of implementing enhanced services for children that are evidence-based, and we are very interested in the design of education outcome measures that will help us to monitor, improve and refine our efforts. Additionally, adolescents transitioning to young adulthood are currently a population of specific interest, and evaluating long-term education outcomes for youth who received treatment through DBHR will be instrumental in shaping future policy decisions in Washington State.

I understand that this commitment will involve extensive collaboration between RDA staff and DBHR management, as well as linking our treatment data to information from other state systems to analyze education outcomes such as high school completion and college attendance. I also understand that these projects will involve sensitive data and that RDA will take all the

cautionary measures necessary to protect these data, including working with the state Institutional Review Board and complying with all federal and state privacy laws. With past projects, RDA has done an excellent job in coordinating studies that involve sensitive data. There is no doubt in my mind that they will be able to successfully complete the projects proposed and that they will have long lasting implications for Washington State.

Sincerely,

David Dickinson, Director
Division of Behavioral Health and Recovery

Cc: Andy Toulon, Office Chief

STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
Economic Services Administration
Post Office Box 45070 Olympia WA 98504-5070

November 2, 2009

Elizabeth Kohlenberg
Washington State Department of Social and Health Services
Director, Research and Data Analysis Division
115 Washington Street, P.O. Box 45204
Olympia, WA 98504-5204

RE: Participation in Statewide, Longitudinal Data Systems (SLDS) grant proposal

Dear Liz:

On behalf of the Washington State Department of Social and Health Services, Economic Services Administration (ESA), I am pleased to support the performance measurement project that addresses education outcomes for clients and families participating in our TANF/WorkFirst program as part of the Statewide, Longitudinal Data Systems grant proposal. This collaborative effort between our Research and Data Analysis (RDA) division and the Education Research and Data Center (ERDC) will assist us in developing ongoing measures of success for the clients we serve in Washington State and will fulfill ongoing operational and policy decision making needs.

I understand that this commitment will involve collaboration between RDA staff and ESA management, as well as linking our TANF client data to information from other state systems to analyze outcomes pertaining to school performance. I am certain that you will be successful in developing education outcome measures for our TANF/WorkFirst clients and families.

I look forward to reviewing the results of this work and I am confident that the reports generated will become ongoing and useful tools for ESA managers and other state decision makers in Washington.

Sincerely,

Troy Hutson, Assistant Secretary
Economic Services Administration

STATE REPRESENTATIVE
48th DISTRICT
ROSS HUNTER

State of
Washington
House of
Representatives

EDUCATION APPROPRIATIONS
WAYS & MEANS
FINANCE
CHAIR

October 13, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

To Members of the IES Evaluation Committee:

Thank you for the opportunity to comment on Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant.

I am presently chairman of the Washington State House of Representatives Finance Committee and an active member of the Education Appropriations Committee. One of the priorities of my legislative career has been to build a public education system that is second to none. During my seventeen years as a program manager at Microsoft, working with advanced data base applications, I became aware of the role that a P-20 longitudinal data system can play in designing a world class education system.

Washington State recognized this potential in 2007 when it created the Education Research and Data Center (ERDC) to work in collaboration with all of the education sectors -- and with the stewards of social and workforce data as well-- to integrate data across the silos.

Without access to data linking teachers, students, and coursework we are unable to make definitive judgments about what works and what does not. Our legislative directive to the ERDC to make this connection is crucial, and they are making progress.

Similarly, lack of access to information about the preparedness of our students when they enter post-secondary education makes it difficult to take corrective action earlier in the pipeline. Connecting this data together helps us be thoughtful and effective.

Our state's initial commitment to developing longitudinal data, as evidenced by the creation of our ERDC, gives Washington the advantage of putting the SLEDS grant funding to work quickly and effectively

LEGISLATIVE OFFICE: 330 JOHN L. O'BRIEN BUILDING, PO BOX 40600, OLYMPIA, WA 98504-0600 • 360-786-7936
DISTRICT OFFICE: 1611 116th AVENUE NE, SUITE 206, BELLEVUE, WA 98004 • 425-453-3064 • FAX: 425-671-0615
E-MAIL: hunter.ross@leg.wa.gov
TOLL-FREE LEGISLATIVE HOTLINE: 1-800-562-6000 • TDD: 1-800-635-9993
PRINTED ON RECYCLED PAPER

I strongly support this proposal.

Sincerely,

Ross Hunter
State Representative
48th Legislative District

cc:
Randy Dorn, OSPI
Charlie Earl, SBCTC
Victor Moore, OFM

State of
Washington
House of
Representatives

STATE REPRESENTATIVE
30TH DISTRICT
SKIP PRIEST

EDUCATION
Ranking Member
WAYS & MEANS
EDUCATION APPROPRIATIONS
Ranking Member

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear IES Evaluation Committee Members:

As the ranking minority member of the Education Committee and the Education Appropriations Committee in the Washington State Legislature, I have been centrally involved in workforce and education issues for well over a decade.

Washington State's application for the State Longitudinal Education Data System grant has my full support. We are confident that development of this system will enhance policy development at the state level and management of education at the local level; and improve our state's capacity to prepare students for post-secondary and workforce opportunities

In 2007 there was a broad, bi-partisan effort in Washington State to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P-20 (and workforce) data systems and provide useful products to educators at all levels.

The current grant proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's central budget office (where ERDC is administratively located), will enhance and speed up the work of the ERDC. This collaboration strengthens the grant proposal and the broader endeavor to bring data and evidence to bear on policy and decision making in education.

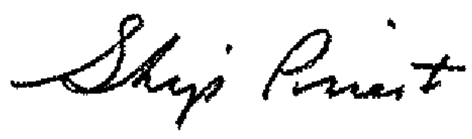
The elements of the grant proposal that address student mobility (and its impact on student achievement) are very important. I also support the emphasis on providing useful data back to each of the education sectors, which will help secure long term support for the system. In that regard, many legislators in Washington are committed to helping maintain this vital system after the period of the grant.

Legislative Offices: 122A Legislative Building, PO Box 40600, Olympia, WA 98504-0600 Phone: **360 786-7830**
Toll-Free Legislative Hotline – 800 562-6000 TDD 800 635-9993
Email: priest.skip@leg.wa.gov Website: http://www.houserepublicans.wa.gov/priest/

I am also very pleased that this grant places special emphasis on tracking student transitions from school to the workforce, a capacity that will enable us to better prepare and provide effective career counseling for students.

Thank you for leading the effort nationally to make these data tools available to the states, especially at a time when government needs to do more with less resources.

Sincerely,



Skip Priest
State Representative

SP:sdc

Legislative Offices: 122A Legislative Building, PO Box 40600, Olympia, WA 98504-0600 Phone: **360 786-7830**
Toll-Free Legislative Hotline – 800 562-6000 TDD 800 635-9993
Email: priest.skip@leg.wa.gov Website: http://www.houserepublicans.wa.gov/priest/

Congress of the United States

Washington, DC 20515

November 6, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

We are writing in endorsement and full support of Washington state's application for a Statewide Longitudinal Data System (SLEDS) grant. We are confident that development of this longitudinal data system will enhance policy development at the state level and management of education at the local level. We believe that it will also improve our state's capacity to develop an education system ideal for our state's youngest learners, and to prepare students for post-secondary and workforce opportunities in the future.

In 2007 there was a broad, bi-partisan effort in Washington state to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P-20 and workforce data systems. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's office, will enhance and accelerate the vital work the ERDC was established to do.

Washington state's proposed project will provide an abundance of data which will be highly beneficial to numerous education entities. This data will include valuable outcome information, such as data about the outcomes of a school's or district's graduates as well as those who drop-out. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by categories such as race and ethnicity, gender, family income, assessment scores and high school course-taking patterns, while will provide crucial information for state policy and program decisions.

Because our state has already made a strong commitment to developing longitudinal data, as evidenced by the creation of ERDC, Washington has the capacity to put the SLEDS grant funding to work quickly and effectively.

Maintaining a strong education system is more critical now than ever as we work to prepare students for a global 21st century economy. We commend you for leading a national effort to make these data tools available to the states, especially at a time when government is asked to do more with fewer resources. Thank you for your full consideration of Washington state's application.

Sincerely,

PATTY MURRAY
U.S. Senator

MARIA CANTWELL
U.S. Senator

NORM DICKS
U.S. Representative

JIM MCDERMOTT
U.S. Representative

ADAM SMITH
U.S. Representative

JAY INSLEE
U.S. Representative

BRIAN BAIRD
U.S. Representative

RICK LARSEN
U.S. Representative

CATHY MCMORRIS RODGERS
U.S. Representative

DAVE REICHERT
U.S. Representative

"Forging a Brighter Future for Children and Families"

AT THE EVANS SCHOOL OF PUBLIC AFFAIRS | UNIVERSITY OF WASHINGTON

November 15, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

The Human Services Policy Center (HSPC) at the University of Washington is delighted to endorse Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. We are a regular user of Washington state education data, both for our Washington Kids Count project and for policy analyses of education. In these efforts we regularly encounter the limitations of current data systems, due to their limited scope and linkage. HSPC recently completed an examination of what should be included in an effective P-20 data system, nationally and in Washington. We found both opportunities and gaps in Washington's data structure. We are excited by the possibility that development of this longitudinal data system will address these issues and enhance the potential for effective policy development at the state level and management of education at the local level. Our center has been particularly engaged in issues of early learning, and are thrilled to see the state's commitment to integrate early learning data with the rest of the education system.

Creation of the State Education Research and Data Center (ERDC), housed within the Governor's budget office, provides the clout necessary to facilitate integration of data across agencies. Having ERDC implement SLEDS jointly with Washington's K-12 education agency, which has the greatest current data knowledge and resources, seems an effective organizational approach. We have been impressed by the initial efforts of ERDC to develop linkages and believe the state has sufficient commitment to allow the effort to procede rapidly.

We look forward to the potential of being able to link data from pre-school activities, through elementary and secondary completion or drop out, through to post secondary experiences. Such linkage will allow analyses of the impact of programs, structures and resource in various institutions and how they affect both overall achievement and gaps amount different race-ethnic, gender, income and geographic groups.

We appreciate the initiative by NCES to provide resources and encouragement to states to develop the data systems necessary to support more effective policy analysis which can in turn improve student outcomes. I strongly support this proposal.

Sincerely,

Richard N. Brandon

November 13, 2009

841 N Central Avenue
Suite 206
Kent, WA 98032
(253) 854-2565
www.waeyc.org

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

We are writing this letter in support of Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. As Washington's leading professional association in early childhood education, WAEYC recognizes the importance of data to inform policy and practice. Development of this longitudinal data system will enhance policy development at the state level and management of education at the local level, while also improving our state's capacity to develop an education system ideal for our state's earliest learners, and to prepare students for post-secondary and workforce opportunities in their future.

The Education Research and Data Center (ERDC) was created in a bi-partisan effort by the 2007 legislature to integrate P-20 and workforce data systems and provide useful products to educators at all levels. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's central budget office (where ERDC is administratively located), will enhance and speed up the work the ERDC was established to do. We are particularly excited about the opportunities for outcome data related to early childhood education and children's transitions into the K-12 education system.

Thank you for leading the effort nationally to make these data tools available to the states, especially during a time when government is asked to do more with fewer resources, and maintaining a good education system is more critical than ever. Our state's initial commitment to developing longitudinal data, as evidenced by the creation of our ERDC, gives Washington the advantage of putting the SLEDS grant funding to work quickly and effectively. We strongly support this proposal.

Sincerely,

Leslie Meisner Agda Burchard

Leslie Meisner
President

Agda Burchard
Executive Director

WSIPC

November 6, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

Thank you for the opportunity to endorse Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. Washington State's application for the SLEDS grant has my organization's full support. Since the organization I represent (WSIPC) carries the voice of 287 school districts within Washington, our endorsement should show the strong support statewide for this effort. We know with this type of solution in our state, our children will be served better, our state policies educating those children will be stronger, and the entire P-20 education system can enter into discussions we've never been able to have.

In 2007 there was a broad, bi-partisan effort in Washington State to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P-20 and workforce data systems and provide useful products to educators at all levels. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's central budget office (where ERDC is administratively located), will enhance and speed up the work the ERDC was established to do.

The ERDC's proposed project will provide an abundance of data, benefiting numerous education entities. This data will include outcome information among the education sectors, such as valuable information about the outcomes of a school's or district's graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by other categories such as race and ethnicity, gender, income, assessment scores and high school course-taking patterns, to provide helpful information for policy and program decisions.

Washington State is uniquely positioned to succeed with this proposal. We have strong state support legislatively, within education, cooperating agencies and our business leaders. The creation of the ERDC and the State's Data Governance Committee is further evidence of our state's ability to work quickly and effectively with the SLEDS funding.

Thank you for leading the effort nationally to make these data tools available to the states, especially during a time when government is asked to do more with fewer resources, and maintaining good education system is more critical than ever. I strongly support this proposal.

Sincerely,

Executive Director & CEO

WASHINGTON SCHOOL INFORMATION PROCESSING COOPERATIVE
2121 W. Casino Road | Everett WA 98204-1472 | TEL 425.349.6600 | FAX 425.349.6601
www.wsipc.org

PR/Award # R384A100016

State of Washington

Joint Legislative Audit and Review Committee (JLARC)

E-mail: neff.barbara@leg.wa.gov
Web site: **www.jlarc.leg.wa.gov**

LEGISLATIVE AUDITOR
Ruta Fanning
1300 Quince St SE
PO Box 40910
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Dan Roach
Deb Wallace

November 6, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

Thank you for the opportunity to support Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant.

The Joint Legislative Audit and Review Committee (JLARC) has completed several reports analyzing and supporting the need for longitudinal data (particularly K-12 data) in the state of Washington. Our recent reports on K-12 data can be found at: www.jlarc.leg.wa.gov. These reports include the following:

- K-12 Facility Inventory, Condition and Use System Progress Report (#09-5)
- K-12 Data Study (#07-6)

We support the proposal's focus on longitudinal data similar to JLARC's, and look forward to the potential implementation of data on outcome information among the different education sectors.

We appreciate your making this opportunity available to the states.

Sincerely,

Ruta Fanning
Legislative Auditor

cc: Irv Lefberg, Office of Financial Management

center on **reinventing** public education

center on **reinventing** public education
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Center for Strengthening the Teaching Profession
CSTP

P.O. BOX 7052 ✻ TACOMA, WA 98417 ✻ WWW.CSTP-WA.ORG ✻ 253-752-2082 OR 888-992-2082 ✻ FAX: 253-761-1521
NEW TEACHER ALLIANCE: 1120 SE VISTA PLACE ✻ COLLEGE PLACE, WA 99324 ✻ 509-529-8535

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

The Center for Strengthening the Teaching Profession CSTP) is pleased to support Washington State's application for a Statewide Longitudinal Data System grant. For many years, CSTP has been advocating for improved information about teachers, students and learning. This application brings all players to the table -- every agency from Early Learning to K12 to Postsecondary to Workforce Development has agreed to participate in this effort. The result will be a much-needed data warehouse that consolidates education and workforce data into a single integrated source of longitudinal information about education activities and outcomes.

In 2007 there was a broad, bi-partisan effort in Washington State to create the State Education Research and Data Center (ERDC), a unique organization designed to integrate P-20 and workforce data systems and provide useful products to educators at all levels. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's central budget office (where ERDC is administratively located), will enhance and speed up the work the ERDC was established to do.

The ERDC's proposed project will provide an abundance of data, benefiting numerous education entities. This data will include outcome information among the education sectors, such as valuable information about the outcomes of a school's or district's graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by other categories such as race and ethnicity, gender, income, assessment scores and high school course-taking patterns, to provide helpful information for policy and program decisions.

As a data consumer with a passion for teaching quality, I strongly endorse this application. Washington needs the ERDC data warehouse in order to make better decisions about teaching and learning. This work is critically important. I urge your support.

Sincerely,

Jeanne M. Harmon

Jeanne M Harmon, Executive Director
Center for Strengthening the Teaching Profession

Washington State Institute for Public Policy

110 Fifth Avenue SE, Suite 214 • PO Box 40999 • Olympia, WA 98504-0999 • (360) 586-2677 • FAX (360) 586-2793 • www.wsipp.wa.gov

November 3, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, DC 20006

Dear Members of the Evaluation Committee,

I am writing to support Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. Washington's proposed SLEDS-funded work will greatly accelerate and expand the statewide P20 educational longitudinal data system. This system will be used to inform critical state policy and budget questions, as well as local school district management.

As a research organization, the Washington State Institute for Public Policy is especially suited to benefit from the data linking role that would be supported by the SLEDS grant. A wealth of data exists within each of Washington's educational systems, but research addressing topics such as student transitions among systems is rare; few agencies have the capacity to both link and analyze these complex datasets. With this capacity regularly provided centrally at the state level, the cost and feasibility of this type of research would no longer be prohibitive.

The Washington SLEDS grant would substantially strengthen the state Education Research and Data Center (ERDC) and complement other statewide efforts such as the K–12 Data Governance Workgroup. With the ERDC already focusing on the development of a statewide educational longitudinal data system, Washington State is poised to put SLEDS grant funding to work quickly and effectively. I strongly support this proposal.

Sincerely,

Roxanne Lieb

Roxanne Lieb
Director

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee: November 9, 2009

The Bill & Melinda Gates Foundation is confident that development of this longitudinal data system will positively enhance policy development at the state level and impact decision-making at the agency, district and classroom levels.

The Education Research and Data Center's proposed project will provide an abundance of data, benefiting numerous education entities in Washington. This data will include vital outcome information about a school's and district's graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance.

Analysts will also be able to break out both students and teacher data by other categories such as race and ethnicity, gender, assessment scores and high school course-taking patterns, to provide helpful information for policy and program decisions.

Washington's initial commitment to developing longitudinal data, as evidenced by the creation of our ERDC, gives us the advantage of putting the SLEDS grant funding to work quickly and effectively.

Thank you for leading the effort nationally to make these data tools available to the states, especially during a time when government is asked to do more with fewer resources, and maintaining good education system is more critical than ever.

Sincerely,

Kimberly L. Mitchell
Senior Program Officer
Bill & Melinda Gates Foundation
Kimberly.mitchell@gatesfoundation.org
206-770-1720

UNIVERSITY of WASHINGTON

College of Education

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Seattle, WA 98195-3600
206-543-7834
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Educational Leadership &
Policy Studies

November 4, 2009

Statewide Longitudinal Data Systems Committee
Institute for Education Sciences
National Center for Education Statistics
1900 K Street NW
Washington, DC 20006

Dear Members of the IES Review Panel,

I appreciate the opportunity to express my full and enthusiastic support of Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. Over the past seven years I have been involved in a variety of efforts to improve our state's data capacity so that Washington can offer educational programs and services that are based on timely, accurate, and detailed evidence of student learning over time. Washington State has taken numerous steps towards enhancing its data capacity, and I believe the state has developed an approach which is collaborative, efficient, and robust. I am confident that this longitudinal data system will enhance efforts at both state level and local levels to provide excellent opportunities throughout the education system, from early childhood through postsecondary and workforce training programs. This grant builds on considerable prior efforts aimed at improving P-20 and workforce data systems and organizational capacity for providing useful products and services to educators at all levels. Thus, there is evidence that Washington state has the ability to deliver on the outcomes proposed in this grant, and the project takes full advantage of the substantial and collaborative efforts that are now in place. The state's Education Research and Data Center (ERDC) is a specific example of this existing capacity that will increase the extent to which the grant can be put to work quickly and effectively.

As someone who has worked both as a practitioner in P-12 education and a researcher in higher education settings, I can attest to the numerous ways in which the outcomes of this grant will add value to the quality of teaching and learning across the educational spectrum. Washington State has the expertise, the commitment, the capacity, and the collaboration necessary to ensure the project's success and I highly recommend it for your consideration.

With kindest regards,

Margaret L. Plecki, Ph.D.
Associate Professor

November 6, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

Thank you for the opportunity to review Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. Washington State's application for the SLEDS grant has my organization's support. We are confident that development of this longitudinal data system will be a significant step to improve policy development at the state level and decision-making at the local level. It will allow us to support educational decision-making from our state's earliest learners through post-secondary and workforce opportunities in their future.

In 2007, there was a broad, bi-partisan effort in Washington State to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P–20 education and workforce data systems and to provide useful products to educators at all levels. This endeavor is still underway and will be greatly enhanced by this grant.

The ERDC's proposed project will provide an abundance of data, benefiting numerous education entities. This data will include outcome information among the education sectors, such as valuable information about the outcomes of school or district graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by other categories such as race and ethnicity, gender, income, assessment scores, and high school course-taking patterns, to provide helpful information for policy and program decisions.

Our state's initial commitment to developing longitudinal data, as evidenced by the creation of the ERDC, gives Washington the advantage of putting the SLEDS grant funding to work quickly and effectively.

While the state has made good progress toward the ERDC proposal, the need to improve data entry at local schools and districts remain an issue that must be addressed. This past spring, the legislature enacted a ten-year plan to reform and enhance school funding. Among the areas that must be addressed within this plan, is funding for school districts to hire and train employees in Data entry. Otherwise, the new system will be hampered by poor data, which is the current situation.

Thank you for leading the effort nationally to make these data tools available to the states, especially during a time when government is asked to do more with fewer resources and maintaining a good education system is more critical than ever.

Sincerely,

Paul Rosier
Executive Director

Washington State
PTA®
everychild.onevoice.®

November 16, 2009

Statewide Longitudinal Data System Committee
Institute for Educational Sciences
National Center for Educational Statistics
1900 K Street NW,
Washington, DC 20006

Dear Members of the IES Evaluation Committee:

Thank you for the opportunity to endorse Washington State's application for a Statewide Longitudinal Data System (SLEDS) grant. Washington State PTA's highest legislative priorities for the past four years have been to reform Washington State's education funding and to improve both accountability for investments and the rationality of the teacher compensation system. Washington State's SLEDS proposal is entirely consistent with those priorities.

In 2007 there was a broad, bi-partisan effort in Washington State to create the State Education Research and Data Center (ERDC), a unique organization that is designed precisely to integrate P-20 and workforce data systems and provide useful products to educators and policy makers at all levels. The current project proposal, which would be collaboratively implemented by our state's K-12 education agency and the Governor's central budget office (where ERDC is administratively located), will enhance and speed up the work the ERDC was established to do.

The ERDC's proposed project will provide an abundance of data, benefiting numerous education entities. This data will include outcome information among the education sectors, such as valuable information about the outcomes of a school's or district's graduates as well as drop-outs. Follow-up information such as college enrollment, major course of study, transfers, graduation, and employment will shed light on which schools and programs have consistently strong performance. Analysts will also be able to break out the data by other categories such as race and ethnicity, gender, income, assessment scores and high school course-taking patterns, to provide helpful information for policy and program decisions.

Development of this longitudinal data system will enhance policy development at the state level and management of education at the local level, while also improving our state's capacity to develop an education system ideal for our state's earliest learners, and to prepare students for post-secondary and workforce opportunities in their future.

2003 65th Avenue West • Tacoma, WA 98466-6215 • www.wastatepta.org
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More importantly to our members, data from this project will enhance parents' abilities to monitor progress at their children's schools and the state's ability to match supporting resources to children's needs.

Our state's initial commitment to developing longitudinal data, as evidenced by the creation of our ERDC, gives Washington the advantage of putting the SLEDS grant funding to work quickly and effectively.

Thank you for leading the effort nationally to make these data tools available to the states. Your leadership is especially important during a time when government is asked to do more with fewer resources, and maintaining a good education system is more critical than ever. We urge you to approve Washington's grant proposal.

Sincerely,

Scott Allen
President

Bill Williams
Executive Director

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Washington State SLEDS Budget Narrative** Pages: **72** Uploaded File:
W:\ARRA\Application\toKathleen\Section7_BudgetNarrative.pdf

7. Budget Narrative (Justification)

		Year 1	Year 2	Year 3	Total
1	**Data Governance**	**$343,120**	**$328,993**	**$335,475**	**$1,007,588**
1.1	Multi-agency data-sharing	$137,248	$131,597	$134,190	$403,035
1.2	Data use agreements, review process	$137,248	$131,597	$134,190	$403,035
1.3	Data request process	$68,624	$65,799	$67,095	$201,518
2	**Research and Reporting**	**$971,812**	**$969,118**	**$988,343**	**$2,929,273**
2.1	Feedback reports	$151,350	$145,306	$148,200	$444,856
2.2	Research briefs/ indicators	$151,350	$145,306	$148,200	$444,856
2.3	Research data sets	$151,350	$145,306	$148,200	$444,856
2.4	Training and outreach	$151,350	$145,306	$148,200	$444,856
2.5	Social services data project	$288,842	$341,491	$348,262	$978,595
2.6	Employment data handbook	$32,070	$0	$0	$32,070
2.7	National Student Clearinghouse	$45,500	$46,403	$47,281	$139,184
3	**Develop P-20 Data Warehouse**	**$1,474,243**	**$1,870,111**	**$1,876,171**	**$5,220,525**
3.1	Data inventory	$362,421	$0	$0	$362,421
3.2	Global data dictionary	$362,421	$0	$0	$362,421
3.3	Database environment	$749,401	$1,039,206	$208,301	$1,996,908
3.4	Integration procedures	$0	$830,905	$833,935	$1,664,840
3.5	Data marts	$0	$0	$833,935	$833,935
4	**P-20 Data Interoperability**	**$257,894**	**$1,155,130**	**$433,929**	**$1,846,954**
4.1	OSPI	$54,189	$494,734	$133,211	$682,134
4.2	DEL	$54,189	$526,635	$133,211	$714,035
4.3	SBCTC	$68,663	$65,415	$17,820	$151,898
4.4	HECB	$18,063	$18,245	$114,048	$150,356
4.5	ESD	$18,063	$18,245	$17,820	$54,128
4.6	WTECB	$44,727	$31,856	$17,820	$94,403
5	**Source System Enhancements**	**$2,868,989**	**$2,073,535**	**$1,395,007**	**$6,337,531**
5.1	Postsecondary Integration	$57,322	$496,773	$508,795	$1,062,890
5.2	Academic program database	$259,144	$246,067	$0	$505,211
5.3	DEL student information	$922,466	$759,460	$808,712	$2,490,638
5.4	SBCTC COBOL to SQL	$1,571,883	$541,589	$77,500	$2,190,972
5.5	WTECB data system	$58,174	$29,646	$0	$87,820
	Total	**$5,916,058**	**$6,396,887**	**$5,028926**	**$17,341,871**

Outcome 1: P-20 Data Governance

In the area of data governance, ERDC is ready to address more complex issues after having established data-sharing agreements with P-20 partner agencies. As a start, an education agency director's group has been formed to work with the ERDC to prioritize projects and resolve data issues. There is a maze of issues involved with sharing and using linked data from multiple agencies. Significant work remains in establishing a data governance structure that addresses data sharing and use protocols, data request procedures, and review processes to assure data owners that data are being used appropriately.

The P-20 data governance path will be complementary to an existing K-12 data governance process. The data governance system for K-12 focuses on identifying and prioritizing policy and research questions, data collection, data quality, and managing change in conjunction with the impact on school districts. While the two governance perspectives are related, the P-20 data governance emphasis will be on how to share linked data, including obtaining agreements from data owners, clarifying data use restrictions, and maintaining confidentiality.

These data governance activities are critical to facilitating the exchange of data between the Education Research and Data Center (ERDC) and other Washington education agencies, policy makers, and external researchers. ERDC has secured agreements to receive data from our partner agencies, and ERDC is directed, by state law, to make data available to education agencies and institutions that contribute data. However, agency representatives must come to an agreement on the finer details that ensure that the data exchange is within federal and state security and confidentiality requirements. The tasks associated with the data governance outcomes will generate a clear process that will accelerate the ability to share linked individual-level data and the processes will be maintained by the ERDC beyond the life of the grant.

Costs by Outcome and Year

		Year 1	Year 2	Year 3	Total
1	**Data Governance**	**$343,120**	**$328,993**	**$335,475**	**$1,007,588**
1.1	Interagency data-sharing agreements (for ERDC to share linked data)	$137,248	$131,597	$134,190	$403,035
1.2	Data use agreements and review process	$137,248	$131,597	$134,190	$403,035
1.3	Data request process	$68,624	$65,799	$67,095	$201,518

What does the funding buy?

Personnel

Melissa Beard will supervise the data governance work providing an in-kind time commitment of 50 percent in the first year and 25 percent in years 2 and 3.

The Office of Superintendent of Public Instruction (OSPI) will hire a Grant Administrator ($75,000) to oversee the grant budget and provide quarterly reports on grant progress, as required by the American Recovery and Reinvestment Act of 2009.

ERDC will hire a Data Governance Manager (1.0 FTE with a salary of $85,000). Qualifications include a baccalaureate or higher degree, experience facilitating process development, and, preferably, experience and knowledge of the education environment of Washington State. This person will carry out the tasks associated with the three outcomes with the division of time as follows:

Interagency data-sharing agreements – 40%

Data use agreements and review process – 40%

1.3 Data request process – 20%

This funding also provides the Council of Presidents with 0.25 of an Education Analyst FTE ($75,000) to coordinate this work with the six public baccalaureate institutions. Qualifications are as listed above for the data governance manager. Specific tasks are listed with each outcome.

Consultants

No consultant work is anticipated for this individual project.

Contracts for work

The Education Research and Data Center (ERDC) will contract with an overall program manager to serve as a single point of contact for the grant. Ten percent of their time will be spent working with the Data Governance Officer to ensure timelines are met.

	Year 1	**Year 2***	**Year 3***
Overall Program Manager (10%)	$35,000 200 hours per year at $175 per hour	$35,735 200 hours per year at $179 per hour	$36,450 200 hours per year at $182 per hour

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Justification of other costs by project year

	Year 1	**Year 2***	**Year 3***
Travel	$7,000	$7,147	$7,290
	Travel costs to meet with partners and to attend the required two-day meeting in Washington DC		
Equipment	$18,800	$0	$0
	Workstation costs adjusted by FTE for overall program manager, grant administrator, data governance officer and education analyst		
Supplies	$14,100	$14,396	$14,685
	Software and office supplies adjusted by FTE for overall program manager, grant administrator, data governance officer and education analyst		
Other	$0	$0	$0
Training Stipends	$2,000	$2,042	$2,083
	FERPA, HIPAA and data sharing agreements training for data governance officer		

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Outcomes expected

1.1 Interagency data-sharing agreements (for ERDC to share linked data)
1.2 Data use agreements and review process
1.3 Data request process

1.1 Interagency Data-Sharing Agreements (for ERDC to share linked data)

While data-sharing agreements have been formulated for ERDC to receive data from contributing agencies, new protocols need to be established for external sharing of the linked data. Questions need to be addressed, such as:

- Which data can be shared with whom and under what circumstances?
- What are the definitions of "de-identified" and "unidentified"?
- What steps must be taken by the data owners, ERDC, and other researchers to ensure that privacy laws and confidentiality agreements are upheld?
- What level of aggregation is appropriate to assure student confidentiality, i.e., if individual level data is shared, how much identifying information must be removed?

Answers to these questions will be determined by convening a workgroup composed of representatives from agencies contributing data and the data governance manager. To strengthen the protocols, the workgroup will seek opinions regarding data sharing from the appropriate assistant attorneys general. The result of these activities will be signed data sharing agreements, allowing linked data to be shared from the P-20 system to agencies and to researchers, although the level of detail and types of restrictions will vary.

Costs by Year

		Year 1	Year 2	Year 3	Total
1.1	Multi-agency data-sharing	$137,248	$131,597	$134,190	$403,035

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$218,964
2.	Fringe Benefits	65,689
3.	Travel	8,575
4.	Equipment	7,520
5.	Supplies	17,273
6.	Contractual	42,874
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$360,894**
10.	Indirect Costs	36,691
11.	Training Stipends	2,450
12.	**Total Costs**	**$400,035**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
1.1	Interagency data sharing agreements (for ERDC to share linked data)	OFM	12	7/1/2010	6/30/2011
1.1.1	Convene workgroup to get consensus on data sharing restrictions and requirements to maintain confidentiality		12	7/1/2010	6/30/2011
1.1.2	Get necessary approvals and AG opinions		6	1/1/2011	6/30/2011
1.1.2	Draft data sharing agreements & sign		3	4/1/2011	6/30/2011

What does the funding produce?

- Data sharing agreements between partner agencies outlining data sharing restrictions and requirements
- Centralized location (clearinghouse) for all data sharing agreements with staff support for technical questions

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

1.2 Data Use Agreements and Review Process

The workgroup will also need to establish policies around appropriate use of data in research and reporting. In other words, once agencies or researchers have received data from the ESP-20 system, what are they allowed to do with it? Also, if they report or publish data that originated from another source, what review process by the data owner is appropriate?

Building from the agreements established in Outcome 1.1, the workgroup will convene to develop a review process that addresses questions such as

- For each data request or data set: is the shared data to be used for a single purpose or can it be used more generally or repeatedly?
- Should the data be destroyed upon completion of a project?
- When an agency or researcher plans to produce information that originated with another agency's data, what level of review is appropriate, if any, by the data owner? This question also applies if there is overlapping information, such as if outcomes from one sector are being reported by characteristics from another sector.

Costs by Year

		Year 1	Year 2	Year 3	Total
1.2	Data use agreements, review process	$137,248	$131,597	$134,190	$403,035

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$218,963
2.	Fringe Benefits	65,689
3.	Travel	8,575
4.	Equipment	7,520
5.	Supplies	17,272
6.	Contractual	42,874
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$360,894**
10.	Indirect Costs	36,691
11.	Training Stipends	2,450
12.	**Total Costs**	**$400,035**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
1.2	Data use agreements and review process	OFM	15	1/1/2011	3/31/2012
1.2.1	Convene workgroup to develop rules for appropriate use of data in research /reporting		9	1/1/2011	9/30/2011
1.2.2	Draft protocol that outlines rules and review process		3	10/1/2011	12/31/2011
1.2.3	Gather input and finalize review data use protocol		3	1/1/2012	3/31/2012

What does the funding produce?

- Written protocol outlining the review process by data owners
- Data use agreement templates

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

1.3 Data Request Process

This outcome will delineate the process for requesting data. The governance workgroup will establish a process for data requests to be done in conjunction with the data sharing agreements and use protocols as established in Outcomes 1.1 and 1.2 described previously. The data governance manager will convene a workgroup consisting of representatives from agencies contributing data. The workgroup will address questions such as which agencies ought to have representatives on the committee to review requests, who needs to review a given request and under what circumstances (depending on which data are involved), what will be the requirements for requestors (confidentiality training, data sharing and use agreements, etc), and what criteria will be used for approving requests. Based on the workgroup's recommendations, the data governance manager will develop documents, including a description of the proposed process and request forms. These forms will outline which data are available for what timeframes, intended use, and confidentiality restrictions, etc.

One feature of this process may be a data-sharing "clearinghouse" which would be a centralized location for data-sharing requests and agreements. Once finalized, the data request documentation will be made available online.

Costs by Year

		Year 1	**Year 2**	**Year 3**	**Total**
1.3	Data request process	$68,624	$65,799	$67,095	$201,518

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$109,482
2.	Fringe Benefits	32,845
3.	Travel	4,287
4.	Equipment	3,760
5.	Supplies	8,636
6.	Contractual	21,437
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$180,447**
10.	Indirect Costs	19,845
11.	Training Stipends	1,225
12.	**Total Costs**	**$200,518**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
1.3	Data request process	OFM	15	1/1/2012	3/31/2013
1.3.1	Convene workgroup to develop request process (who needs to review a request; what are requirements of requestor)		9	1/1/2012	9/30/2012
1.3.2	Develop documents based on workgroup recommendations		3	10/1/2012	12/31/2012
1.3.3	Post data request documentation online		3	1/1/2013	3/31/2013

What does the funding produce?

- Request process with related forms to be available online for researchers and the public
- Request review process agreed to by partners

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Outcome 2: Research and Reporting

Working with data from the various education sectors, ERDC staff have gained knowledge and experience vital to the design of a more formal data system to support longitudinal studies. Current studies have been done in an ad hoc fashion, which is appropriate for initial exploratory work with datasets, but not efficient in the long run. Several "standard" feedback reports that contain elements of interest to K-12 educators, CTC and HECB staff, and policy-makers have been identified. These could be created in an ad hoc fashion, but the efficiencies of a more formal data system would support the routine generation of these products as well as provide more opportunities to establish linkages between education and other sectors, such as social services and corrections. Progress in turning longitudinal data into useful information and in integration of data from other sectors has been hindered by the lack of a data system that is designed to support large quantities of data and efficient longitudinal analysis.

Several efforts currently exist to share aggregate data between sectors, although there is need for improved efficiency and precision. For example, the two-year college system publishes a remediation enrollment report that compiles aggregate data by school districts with high school

level information. The report is also sent to the legislature. To do this the community college state board uses a student self-report for high school graduation status and an age algorithm to derive "recent high school graduate". The new system will allow for individual level matching between K-12 and higher education to more precisely analyze new graduate course-taking patterns in higher education, including remedial coursework, as well as high-school course-taking.

Concurrent with the production of the data warehouse (Outcome 3), Education Research and Data Center (ERDC) and project analysts will be able to extract data from the staging area, a location for data that has been received but not formalized into the data warehouse. After the conclusion of the grant, the data warehouse and data marts will enable data to be generated easily, enabling efficient analyses. In the meantime, the wealth of available data can be accessed and linked, though not as efficiently. The research and reporting outcomes – summary findings that can help inform policy decisions, local level reports detailing student outcomes and achievements, and research data sets – will create value during the grant funding period by improving the timeliness of the information produced and usability of the assembled data.

Costs by Outcome and Year

		Year 1	Year 2	Year 3	Total
2	**Research and Reporting**	**$971,812**	**$969,118**	**$988,343**	**$2,929,273**
2.1	Feedback reports (outcomes reporting)	$151,350	$145,306	$148,200	$444,856
2.2	Research briefs/derived indicators	$151,350	$145,306	$148,200	$444,856
2.3	Research data sets	$151,350	$145,306	$148,200	$444,856
2.4	Training and outreach	$151,350	$145,306	$148,200	$444,856
2.5	DSHS social services data project	$288,842	$341,491	$348,262	$978,595
2.6	Employment data handbook	$32,070	$0	$0	$32,070
2.7	National Student Clearinghouse	$45,500	$46,403	$47,281	$139,184

What does the funding buy?

Personnel

Drs. Carol Jenner and Debra Came with the ERDC will lead the outreach and training tasks (outcomes 2.1 through 2.4), in addition to providing linked datasets that will drive the interim feedback reports. They will also provide the supervision and guidance to the four FTE Senior Analysts who will assist in completing the tasks outlined in detail on the next pages. Qualifications for these analysts include: advanced degree and at least 5 years of experience analyzing large datasets in a research environment; experience with longitudinal analysis and experience working with education or workforce data will be preferred.

Outreach and training will include twice-a-year meetings at the nine educational service districts covering all 295 school districts and regional meetings for the baccalaureate institutions and community and technical colleges and attendance at annual conferences to meet with educators and other stakeholders. Years 1 and 2 will focus on gathering input and receiving feedback while Year 3 will focus on training.

Personnel responsible for the Social Services Data-to-Information project (outcome 2.5) will include the following new hires supported by grant funding:

1. Project director /Research manager (1.0 FTE for three years at $88,128)
2. Programmer/Statistical Analyst (0.5 FTE, 1.0 FTE, 1.0 FTE at $85,392)
3. Senior Research Manager (Lucenko) (40%, 25%, 25% at $89,892)
4. WSU Communication Specialist (0.17 FTE [2 months per year] at $48,341)
5. Administrative Assistant (0.20 FTE yearly for three years at $47,015)

Qualifications: The two new hires include a doctoral level researcher to serve as Project Director and a Research Manager with extensive SAS programming, statistical, and relational database experience. The Project Director will have a Ph.D. in economics, public health, or other social sciences, and knowledge of research design and advanced statistical methods, with several years of experience conducting and supervising research projects with large data sets. The Research Manager will have a Ph.D. in economics, public health, or related field, expert knowledge of relational database design and management, and a strong background in SAS programming and multivariate analysis with complicated data sets.

The WTECB will hire staff to temporarily reduce workload on senior staff in order to free up time of one or more of the few individuals who have been engaged in this process from the development process forward, so that they can summarize over a decade of experience, and confer with some of the other key actors, past and present, to identify the important features, issues and solutions. David Pavelchek, the agency Research Manager, will take the lead role in this activity.

Consultants

No consultant work is anticipated for this outcome.

Contracts for work

The Education Research and Data Center (ERDC) will contract with an overall program manager to serve as a single point of contact for the grant. Ten percent of their time will be spent working with the Research Coordinators to ensure timelines are met.

	Year 1	**Year 2***	**Year 3***
Overall Program Manager (10%)	$35,000 200 hours per year at $175 per hour	$35,735 200 hours per year at $179 per hour	$36,450 200 hours per year at $182 per hour

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Justification of other costs by project year

	Year 1	Year 2*	Year 3*
Travel	$10,000	$9,802	$9,999
	Outreach meetings, conferences across the state		
Equipment	$35,005	$2,573	$2,573
	Workstation costs adjusted by FTE for overall program manager, ERDC Analysts (year 1) and DSHS staff (years 1, 2, and 3)		
Supplies	$46,257	$49,459	$50,448
	Software and office supplies adjusted by FTE for overall program manager, ERDC Analysts and DSHS staff; National Student Clearinghouse subscription		
Other	$0	$0	$0
Training Stipends	$8,500	$8,168	$8,331
	Programming and Analysis training for ERDC Analysts		

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Outcomes expected

2.1 Feedback reports (outcomes reporting)

2.2 Research briefs/derived indicators

2.3 Research data sets

2.4 Training and outreach

2.5 Department of Social and Health Services (DSHS) Data-to-Information Project

2.6 Employment data handbook

2.7 National Student Clearinghouse

2.1 Summary Feedback Reports (Outcomes Reporting)

Information about students transitioning in and out of education sectors will be compiled in the form of feedback reports. Reports will be designed to show aggregate outcomes for students leaving education sectors. For example, a report at the high school and district level will be made available with information about how many students enrolled in public baccalaureate institutions or community or technical colleges, how many enrolled in remedial coursework, whether they are employed, if they persisted in college, if they earned a degree, etc. Reports will have information about both completers and non-completers; that is, high school drop-outs will be tracked as well as graduates. This information can be disaggregated at numerous levels: race/ethnicity, income level, college majors including high need areas, high school grade point average or class standing percentile, college readiness scores (ACT, SAT), high school course-taking, and other characteristics. Planned reporting includes:

a) K-12 reports – tracking into postsecondary education and workforce
b) Baccalaureate institutions – tracking into workforce and other education
c) Community and technical colleges – tracking into baccalaureate institutions, workforce training, and the workforce

There are numerous other potential reports that could be developed with the data that will be assembled in the ESP-20 data system. These include tracking early learning students into the K-12 system as well as following the high school, postsecondary, and ultimately the employment outcomes of middle school students based on their middle school characteristics.

These reports will be publicly available on a website. Where confidentiality is a concern (e.g., cell sizes are small enough to permit students to be identified) but data sharing agreements have been established, the feedback reports will be distributed in a secure manner. Alternatively, smaller-sized cells could be redacted in the published reports.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.1	Feedback reports	$151,350	$145,306	$148,200	$444,856

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$260,306
2.	Fringe Benefits	78,092
3.	Travel	7,350
4.	Equipment	8,200
5.	Supplies	18,834
6.	Contractual	26,796
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$399,578**
10.	Indirect Costs	39,153
11.	Training Stipends	6,125
12.	**Total Costs**	**$444,856**

Tasks to be completed with this funding

Outcome | Tasks		Party Resp.	Duration (Months)	Start	Finish
2.1	Feedback reports		36	7/1/2010	6/30/2013
2.1a	K-12 reports: tracking into postsecondary education and workforce	ERDC, OSPI			
2.1a.1	Design report contents including gathering stakeholder input		6	7/1/2010	12/31/2010
2.1a.2	Develop interim report		3	1/1/2011	3/31/2011
2.1a.3	Incorporate input on findings and format		3	4/1/2011	6/31/2011

(continued)

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.1a.4	Revise and disseminate interim reports		3	7/1/2011	9/30/2011
2.1a.5	Develop report from data warehouse environment (same dates for 2.1b and 2.1c)		6	1/1/2013	6/30/2013
2.1b	Baccalaureate institution reports: tracking into or education and workforce	ERDC			
	Tasks, timing as outlined in 2.1a above, but starting 1/2011			1/1/2011	6/30/2013
2.1c	Community and technical college reports: tracking into 4-yr institutions and workforce	ERDC, SBCTC		7/1/2011	6/30/2013
	Tasks, timing as outlined in 2.1a above, but starting 7/2011				

What does the funding produce?

- Interim feedback reports based on input from the various audiences (students, parents, educators, administrators, etc) for the K-12, baccalaureate and community and technical college stakeholders made available while data warehouse is being built
- Feedback reports from the data warehouse environment
- Process to revise format of feedback reports on an annual basis based on input from users

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

2.2 Research Briefs/Derived Indicators

Research will be conducted on some of the key areas thought to affect student achievement.

a) Outcomes of high school dropouts. Research often focuses on the outcomes of high school graduates, but doing so overlooks an important segment of the population. This brief will address questions such as what are the college enrollment and workforce

patterns of students who drop out of high school, and how do they compare to students who receive a high school diploma.

b) Extended longitudinal tracking of high school students. By the conclusion of the grant period, ERDC will have ten years of tracking information on a 9th grade cohort and will be able to follow their progress through high school, postsecondary enrollment, and into the workforce. This research brief will track those outcomes for a 9th grade cohort.
c) Teachers and employment transitions including workforce analyses of those leaving the K-12 workforce and newly endorsed teachers completing postsecondary programs.
d) Teacher characteristics related to student and school characteristics, including the distribution of teachers across various student populations.
e) Outcomes of college and university drop-outs and stop-outs. This brief will address questions such as whether they enter the workforce or if they return to college after a period of time. Similarly, do more students in certain regions of the state drop-out or stop-out, compared to other regions? Are there differences across certain major fields of study?
f) A refined set of longitudinal education indicators developed from the ESP-20 data.

Costs by Year

		Year 1	**Year 2**	**Year 3**	**Total**
2.2	Research briefs/ indicators	$151,350	$145,306	$148,200	$444,856

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$260,306
2.	Fringe Benefits	78,092
3.	Travel	7,350
4.	Equipment	8,200
5.	Supplies	18,834
6.	Contractual	26,796
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$399,578**
10.	Indirect Costs	39,153
11.	Training Stipends	6,125
12.	**Total Costs**	**$444,856**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.2	Research briefs and derived indicators	ERDC	33	10/1/2010	6/30/2013
2.2a	Research brief: Outcomes of high school dropouts		3	10/1/2010	12/31/2010
2.2b	Research brief: Extended longitudinal tracking of high school students		3	1/1/2011	3/31/2011
2.2c	Research brief: Teachers and employment transitions (into and out of education)		3	4/1/2011	6/30/2011
2.2d	Research brief: Teacher characteristics related to student/school characteristics		3	7/1/2011	9/30/2011
2.2e	Research brief: Outcomes of college and university dropouts and stop-outs		3	10/1/2011	12/31/2011
2.2f	Derived indicators				
2.2f.1	Gather input from data owners and stakeholders		4	1/1/2012	4/30/2012
2.2f.2	Develop interim measures		4	5/1/2012	8/31/2012
2.2f.3	Get feedback on findings and format		2	9/1/2012	10/31/2012
2.2f.4	Derive indicators from DW environment		4	1/1/2013	4/30/2013
2.2f.5	Produce indicators in electronic format		2	5/1/2013	6/30/2013

What does the funding produce?

- Annual Research Briefs on the following topics:
  a) Outcomes of high school dropouts
  b) Extended longitudinal tracking of high school students
  c) Teachers and employment transitions
  d) Teacher characteristics and distributions related to student characteristics and distributions
  e) Outcomes of college and university dropouts
- Updated Education Compendium with new indicators

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

2.3 Research Data Sets

De-identified individual record or summary level data sets will be shared with state agencies and other researchers, pending completion of the data governance outcomes (Outcome 1). The data sets will have information spanning the education sectors and will be customized according to the needs of the researcher and data use agreements. In many circumstances, data on comparison groups can be incorporated as a necessary component of program effectiveness assessment. Several format options will be available for data sets and secure file transfer protocols will be employed when individual-record data sets are transferred to partner agencies and external researchers.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.3	Research data sets	$151,350	$145,306	$148,200	$444,856

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$260,306
2.	Fringe Benefits	78,092
3.	Travel	7,350
4.	Equipment	8,200
5.	Supplies	18,834
6.	Contractual	26,796
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$399,578**
10.	Indirect Costs	39,153
11.	Training Stipends	6,125
12.	**Total Costs**	**$444,856**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.3	Research data sets	ERDC	36	7/1/2010	6/30/2013
2.3.1	Data needs assessment (input from stakeholders)		3	7/1/2010	9/30/2010
2.3.2	Disclosure analysis research		3	10/1/2010	12/31/2012
2.3.3	Compile de-identified data into flat file (interim datasets, possibly summary level)		3	1/1/2011	3/31/2011
2.3.4	Distribute individual-level interim data set		1	4/1/2011	4/30/2011
2.3.5	Compile and extract more comprehensive data (ongoing)		18	1/1/2012	6/30/2013
2.3.6	Distribute research datasets (ongoing)		17	2/1/2012	6/30/2013

What does the funding produce?

- Research datasets for the public

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

2.4 Training and Outreach

Outreach activities are necessary to inform practitioners and policy-makers about the ESP-20 data system capabilities for research, data analysis, and program evaluation, and to solicit input from them regarding desirable features of the system that would support their needs. ERDC staff take advantage of opportunities to interact with stakeholders by attending meetings and presenting information about the status and future plans for the ESP-20 data system. However, there has been no systematic effort to reach the full range of potential users of information developed from the ESP-20 data system.

Training and outreach activities are designed to contribute to a culture of data use. A stakeholder needs analysis will be conducted by convening meetings and attending conferences to communicate the capabilities of the ESP-20 system to teachers, principals, administrators, policy makers, and other interested parties. Concurrently, ERDC or project staff will gather input about effective ways to disseminate the information that can be produced by the comprehensive system. ERDC will solicit ideas regarding which data elements and student outcomes ought to be included in feedback reports and which issues should be researched given new data capabilities. It will be an evolving process: as new data and reports become available, additional input will be needed to refine the information and improve its value to stakeholders.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.4	Training and outreach	$151,350	$145,306	$148,200	$444,856

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$260,306
2.	Fringe Benefits	78,092
3.	Travel	7,350
4.	Equipment	8,200
5.	Supplies	18,834
6.	Contractual	26,796
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$399,578**
10.	Indirect Costs	39,153
11.	Training Stipends	6,125
12.	**Total Costs**	**$444,856**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.4	Training and outreach	ERDC	36	7/1/2010	6/30/2013
2.4.1	Present ERDC information at conferences to promote capabilities of data system		36	7/1/2010	6/30/2013
2.4.2	Visit Educational Service Districts (ESDs) and postsecondary institutions		36	7/1/2010	6/30/2013

What does the funding produce?

- Stakeholder knowledge of data available
- Process for ERDC to share data and reports and receive feedback to improve reports

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

2.5 Social Services Data-To-Information Project

Context: The Department of Social and Health Services (DSHS) is Washington State's umbrella human services agency. DSHS serves 2.1 million clients per year – one third of the state's population – and manages one-third of the state's budget. For low-income families, the agency's purview includes cash assistance ("welfare"), food assistance, healthcare including mental health and alcohol/drug treatment, and long-term care for those with disabilities. DSHS programs where eligibility is not income-based and which serve children, youth and young adults include children referred for abuse and neglect; people with developmental disabilities and their families; refugees; and severe youthful offenders committed by the courts to the state juvenile rehabilitation system.

DSHS managers have long been interested in working with educational data – particularly such data as school completion, success in school, test scores, dropping out, participation in post-secondary schooling, and special needs – for evaluating the impacts of various programs serving youth, young adults and families. However, except for a few small pilot projects, it has been difficult to draw together information from the wealth of administrative data collected by the many diverse educational entities in our state. It has also been difficult to reconcile FERPA, HIPAA, and other privacy issues on a piecemeal basis. Therefore, as an agency, we are delighted to support this funding application. It represents a huge step forward for Washington State.

Within DSHS headquarters, the Research and Data Analysis Division (RDA) of the Planning and Performance Administration is a central information resource for DSHS agency managers. RDA is nationally known for rigorous, accurate research and analysis based on data from our own client data, matched to outcomes and risks drawn from other administrative databases such as those for courts, correctional institutions and unemployment insurance.

If this application is funded, RDA staff will work with senior DSHS managers to design and implement analyses and performance measures that will assist those managers in improving education outcomes for their youth and young adult clients. A sampling of those projects is presented below – those of most immediate interest. Additional projects will undoubtedly emerge during the grant period, as policy and legislative changes materialize.

DSHS Integrated Client Database: RDA developed and maintains the DSHS Integrated Client Database, which extends back to July 1998 for all DSHS clients and services for over 2 million

people per year (see Figure 1). The foundation of the database is a sophisticated matching algorithm that maintains a personal identifier crosswalk for service and event records derived from different administrative information systems. The DSHS Integrated Client Database maintains classification of social and health services into consistent service modalities over time, a structure which will facilitate the execution of the proposed performance measurement projects and research studies that follow.

Protecting sensitive data with varying federal and state guidelines around privacy and disclosure (e.g. HIPAA, FERPA, 42 CFR) is a crucial and major component of this collaboration. Therefore, each of these projects will involve steps to protect student and DSHS client data, including confidentiality and data sharing agreements established for each individual project, human subjects review board applications, and specific security guidelines and procedures established to restrict access to linked data sets.

PERFORMANCE MEASUREMENT PROJECT 1: What are the K-12 and Higher Learning Outcomes for DSHS Parents and Children Receiving Economic Assistance?

The DSHS Economic Services Administration (ESA) provides economic, employment and training, and other services to families in need. ESA administers a variety of programs, including the Temporary Assistance for Needy Families (TANF/WorkFirst), Supplemental Nutrition Assistance Program (SNAP/Basic Food), and a state funded, time limited General Assistance program. This project will entail the design of reports, and will involve linking ESA individual client and client family member data with both K-12 and higher education outcomes. As part of this project, the following prototype reports will be designed, and data will be linked annually to produce reports that will fulfill ongoing operational needs for ESA. Aggregate data tables will be presented by age, gender, race/ethnicity, and specific ESA benefit categories.

- High school completion, dropout rates, and community or four-year college attendance for young parents (under age 21) participating in the WorkFirst Program.
- Average % school attendance, grade point average, and high school completion rates for dependent children (under age 21) in TANF households.
- Average % school attendance, grade point average, and high school completion rates for dependent children (under age 21) whose families receive Basic Food.
- High school completion, dropout rates, and community or four-year college attendance for young adult (under age 21) who receive General Assistance Benefits.

PERFORMANCE MEASUREMENT PROJECT 2: How are Youth Receiving Mental Health Treatment Doing in School?

In 2007, Washington State passed legislation that has broad requirements aimed towards the improvement of children's mental health services. Part of this legislation, SSHB 1088, Section 3(2), requires the development of performance measures to determine the effectiveness of the children's mental health system. Improved school attendance and performance and improved rates of high school graduation are measures specifically suggested in the legislation. With the DSHS Integrated Client Database, RDA has the unique capability to identify youth who have received publicly funded mental health services. Establishing a procedure for linking to education data for these youth, while preserving confidentiality and complying with state and federal regulations, will allow us to track their school outcomes and provide valuable feedback to

the legislature and mental health administrators. Specific annual reports will be designed for the following outcomes, with findings presented by age, gender, grade, race/ethnicity, and mental health service category.

- Average % school attendance for youth receiving mental health services.
- Rates of suspensions and expulsions for youth receiving mental health services.
- Grade point averages for youth receiving mental health services.
- High school completion rates for older youth receiving mental health services.
- Dropout rates for youth receiving mental health services

RESEARCH STUDY 1: What is the Long-term Impact of the Integrated Treatment Model on Educational Outcomes for Serious Juvenile Offenders?

The Juvenile Rehabilitation Administration (JRA) serves the most serious juvenile offenders in Washington State in institutions, parole, and community-based settings. In 2002, JRA began implementing the Integrated Treatment Model (ITM) that combines a set of evidence-based cognitive behavioral therapy (CBT) approaches shown to reduce recidivism and improve clinical outcomes for seriously troubled youth. Outcomes for the complete cohort of "JRA leavers" in the pre- and post-ITM study periods will be compared using propensity score matching in a difference of difference framework to achieve balance between cohorts on all measured variables. Additional comparison groups will be constructed to examine changes in outcomes across the same time periods among low-income youth of similar age, race-ethnicity, service use patterns, risks and residential neighborhoods.

Outcomes that are currently being investigated for ITM youth include employment and earnings, criminal justice recidivism, safety net social services, behavioral health services, child welfare services, and homelessness during early adulthood. The major outcome for this project will be school success and completion for ITM youth, including community and four year college attendance.

RESEARCH STUDY 2: Are Youth Receiving Chemical Dependency Treatment more Likely to Complete School than those who Need Treatment and do not Receive it?

RDA has conducted a number of studies of chemical dependency treatment outcomes for youth and adults over the past decade, including controlled studies of the impact of treatment on arrests, employment, medical costs, and mortality. Adolescents transitioning to young adulthood are a population of specific interest, and evaluating long-term education outcomes for youth who received treatment through the DSHS Division of Behavioral Health and Recovery (DBHR) will be instrumental in shaping future policy decisions in Washington State. Using a matched comparison group of DSHS youth who needed treatment during a specific time period but who did not receive it, and controlling for other potentially confounding variables such as demographics, arrest history, past treatment, and co-occurring mental illness, we will be able to determine the impact of chemical dependency treatment on high school completion, dropout rates, and college attendance.

RESEARCH STUDY 3: Are Children of Incarcerated Parents at Higher Risk for Low Grades, Poor School Attendance and Dropping out of High School than Other Youth with Social Services Involvement?

A recent analysis showed that the 35,344 children served by DSHS during one year whose parents had at some point been in prison were more likely than the average DSHS client of the same age to use services suggesting family difficulties and personal problems. These include high use of: mental health services, child-protective services, economic services, medical assistance, alcohol and drug treatment, and juvenile rehabilitation. Highest service use rates have been found among those youth where both parents have a DOC incarceration history. This study will establish childhood education outcomes for DSHS youth with one or more parents who have served prison sentences compared to DSHS youth with similar socio-demographic characteristics. We will specifically investigate links between variables such as length of incarceration, child's age at time of parental incarceration, gender of parent incarcerated, family social services involvement (including abuse and neglect referrals and time in foster care), with school attendance, highest grade completed, grade point average, standardized test scores, suspensions, and expulsions.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.5	Social services data project	$288,842	$341,491	$348,262	$978,595

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$624,964
2.	Fringe Benefits	187,489
3.	Travel	0
4.	Equipment	7,351
5.	Supplies	69,828
6.	Contractual	0
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$889,632**
10.	Indirect Costs	88,964
11.	Training Stipends	0
12.	**Total Costs**	**$978,595**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.5	Social services data-to-information project	DSHS	34	9/1/2010	6/30/2013
2.5a	Children's mental health project			9/1/2010	3/31/2013
2.5b	Children and families of incarcerated parents project			1/1/2011	3/31/2013
2.5c	Economic Services / Temporary Assistance for Needy Families project			1/1/2011	6/30/2013
2.5d	Integrated Treatment Model / juvenile offenders project			4/1/2011	3/31/2013
2.5e	Youth chemical dependency treatment project			7/1/2011	6/30/2013
	Tasks for projects 2.5a - 2.5e (Tasks are the same, but start/end dates vary by project. Dates shown are for (a))				
2.5.1	Literature review on social services and education		12	7/1/2010	6/30/2011
2.5x.1	Complete WA State Institutional Review Board Application		6	9/1/2010	3/31/2011
2.5x.2	Initiate data sharing agreements		6	9/1/2010	3/31/2011
2.5x.3	Complete IRB review		6	9/1/2010	3/31/2011
2.5x.4	Database architecture		15	9/1/2010	12/31/2011
2.5x.5	Tables built		9	4/1/2011	12/31/2011
2.5x.6	Programming and linkage		18	7/1/2011	3/31/2013
2.5x.7	Develop measures / Statistical analyses		6	7/1/2011	3/31/2013
2.5x.8	Format and generate annual reports (or Report writing)		18	7/1/2011	3/31/2013
2.5x.9	Communication to programs		6	7/1/2011	6/30/2013
2.5x.10	Documentation		12	7/1/2011	6/30/2013

What does the funding produce?

- Performance measures: High school completion, dropout rates, and post-secondary attendance for young parents (under 21) who participate in the WorkFirst Program and/or receive General Assistance Benefits
- Performance measures: Average percentage school attendance, grade point average, and high school completion rates for dependent children (under 21) in Temporary Assistance for Needy Families households and/or whose families receive Basic Food.

- Performance measures: Average percentage school attendance, rates of suspension and expulsions, grade point average, high school completion rates and dropout rates for youth receiving mental health services
- Research study: What is the long-term impact of the Integrated Treatment Model on Educational Outcomes for Serious Juvenile Offenders?
- Research study: Are Youth Receiving Chemical Dependency Treatment more Likely to Complete School than those who Need Treatment and do not receive it?
- Research study: Are Children of Incarcerated Parents at Higher Risk for Low Grades, Poor School Attendance and Dropping out of High School than Other Youth with Social Services Involvement?

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Required element #12: Other information necessary to address alignment and adequate preparation for student success in postsecondary education.

2.6 Employment Data Handbook

Washington has been a nationally recognized leader for tracking students across education systems and into the workforce. The Workforce Training and Education Coordinating Board (WTECB) and the State Board for Community and Technical Colleges (SBCTC) have worked together to develop standard protocols for assessing workforce outcomes using employment records obtained from ESD. These agencies have been applying these standardized methods in assessing workforce outcomes for completers and graduates for more than a decade. The system has involved not only standardized procedures for data matching and exchange, but also standardized analytical structures and performance measures. This work has been used for federal reporting for both WIA and Carl Perkins programs, as well as supporting sophisticated econometric evaluations, and has been done in a context of interagency governance involving K-12, workforce, and some components of higher education systems. In the process of creating this data process and producing useful research and performance information from it, many organizational, technical and logistical problems have been addressed.

7. Washington Budget Narrative

The Workforce Training and Education Coordinating Board (WTECB) will create a handbook based on past experience of developing and operating a multi-agency standardized follow-up system for analyzing employment and further education/training outcomes.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.6	Employment data handbook	$32,070	$0	$0	$32,070

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$21,000
2.	Fringe Benefits	6,300
3.	Travel	400
4.	Equipment	0
5.	Supplies	1,000
6.	Contractual	0
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$28,700**
10.	Indirect Costs	2,870
11.	Training Stipends	500
12.	**Total Costs**	**$32,070**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.6	Employment data handbook	WTECB	9	9/1/2010	6/1/2011
2.6.1	Develop detailed work plan, review group and stakeholder list		1	9/1/2010	10/1/2010
2.6.2	Meet with stakeholders and workgroup to outline topics		1	10/1/2010	11/1/2010
2.6.3	Prepare draft		3	11/1/2010	2/1/2011
2.6.4	Review draft		1	2/1/2011	3/1/2011
2.6.5	Revise		1	3/1/2011	4/1/2011
2.6.6	Circulate second draft		1	4/1/2011	5/1/2011
2.6.7	Prepare final		1	5/1/2011	6/1/2011

What does the funding produce?

The product will be a guide, including an historical overview and "lessons-learned" discussion summarizing the origins, development, design principles, evolution and operational challenges involved n Washington's development of interagency longitudinal data capacity. The intended audience would be states, interagency or interstate coalitions, and other organizations that are

facing the task of going beyond single purpose follow-up data to develop more robust systems capable of assessing both workforce and education outcomes that inform public policy at more than one level, with follow-up periods that extend over multiple years.

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required element #12: Other information necessary to address alignment and adequate preparation for student success in postsecondary education.

2.7 National Student Clearinghouse Data

The ERDC will contract with the National Student Clearinghouse for unlimited access to Student Tracker data services in all three years of the grant, allowing the ERDC to incorporate information about out-of-state enrollment activity into the longitudinal data analysis.

Costs by Year

		Year 1	Year 2	Year 3	Total
2.7	National Student Clearinghouse	$45,500	$46,403	$47,281	$139,184

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$0
2.	Fringe Benefits	0
3.	Travel	0
4.	Equipment	0
5.	Supplies	0
6.	Contractual	131,684
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$131,684**
10.	Indirect Costs	7,500
11.	Training Stipends	0
12.	**Total Costs**	**$139,184**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
2.7	Incorporate National Student Clearinghouse Student Tracker data into longitudinal analysis and incorporate transfers of NSC data into data warehouse.	OFM	36	7/1/2010	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Required element #12: Other information necessary to address alignment and adequate preparation for student success in postsecondary education.

Outcome 3: Develop P-20 Data Warehouse

Outcome 3 is the development of a data warehouse capable of supporting longitudinal research and reporting across the P-20 education spectrum. This project will greatly accelerate the progress of ERDC staff in replacing ad hoc approaches to P-20 data collection and analysis by individual agencies with an integrated inter-agency approach that involves:

1. Standardized, highly-automated processes for importing, validating, cleaning, conforming, matching and linking source data in the data warehouse using universal data standards and definitions.
2. Rapid, automated processes for loading integrated data into first-level data marts and for deriving longitudinal data elements in summary-level data marts.
3. Easy access to comprehensive data sets sourced by these data marts using a common query tool.

The timeline for completion of a P-20 data warehouse with these capabilities is 3 years, with a total projected cost of $5,237,730.96.

Costs by Outcome and Year

		Year 1	Year 2	Year 3	Total
3	**Develop P-20 Data Warehouse**	**$1,474,243**	**$1,870,111**	**$1,876,171**	**$5,220,525**
3.1	Data inventory	$362,421	$0	$0	$362,421
3.2	Global data dictionary	$362,421	$0	$0	$362,421
3.3	Database environment	$749,401	$1,039,206	$208,301	$1,996,908
3.4	Integration procedures	$0	$830,905	$833,935	$1,664,840
3.5	Data marts	$0	$0	$833,935	$833,935

Costs by Category (Totals may not add due to rounding.)

		Total
1.	Personnel	$499,360
2.	Fringe Benefits	149,808
3.	Travel	20,532
4.	Equipment	152,200
5.	Supplies	218,100
6.	Contractual	4,001,522
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$5,041,522**
10.	Indirect Costs	154,003
11.	Training Stipends	25,000
12.	**Total Costs**	**$5,220,525**

What does the funding buy?

Personnel (2.50 FTE annually in year 1, 2.75 FTE annually in years 2 and 3)

1. Dr. Michael Gass, ERDC Data Systems Manager, will contribute 0.50 FTE annually to the project in an in-kind capacity, providing business and technical oversight for the data warehousing project.
2. Senior Data Analyst (1.00 FTE annually for three years with a starting salary of $85,000) will be hired with grant funds to coordinate the inter-agency data inventory (outcome 3.1), also to provide data analysis and documentation in support of the other data warehousing outcomes as well as research and reporting outcomes. Qualifications include an advanced degree and 5 years of experience analyzing, documenting, and profiling data systems (preferably in education or workforce) and facility with SQL and dimensional database design.
3. Senior Data Analyst (0.75* FTE annually in year 1, 1.00 FTE annually in years 2 and 3, with a starting salary of $85,000) will be hired with grant funds to serve as ERDC data steward and coordinate the development of the ESP-20 global data dictionary (outcome 3.2), also to provide data analysis and documentation in support of the other data warehousing outcomes as well as research and reporting outcomes. Qualifications include

an advanced degree and 5 years of experience analyzing, documenting, and profiling data systems (preferably in education or workforce) and facility with SQL and dimensional database design. (*This person will also devote 0.25 FTE to enhancements to the PCHEES data dictionary in year 1.)

4. Lynn Cole, ERDC Data Analyst, will contribute 0.25 FTE annually to the project in an in-kind capacity, contributing to the development of integration procedures (outcome 3.4).

The total projected cost for personnel-related expenses is $649,169.82 - $499,360 for salaries and $149,808 (30% of salaries) for fringe benefits. This includes a 2% salary/benefits increase per year to cover cost of living adjustments (COLA).

Contracts for work (2.40 FTE in year 1, 5.40 FTE annually in years 2 and 3)

1. An experienced data warehousing project manager, working 2000 hrs/yr for three years at a starting rate of $125/hr. Qualifications will include certification as a Project Management Professional (PMP) and prior successful project management experience in a project of this size and complexity.
2. Two senior ETL developers, each working 2000 hrs/yr in years 2 and 3 at a starting rate of $125/hr, for developing integration procedures (outcome 3.4) and data marts (outcome 3.5). Qualifications: 5 years or more experience in ETL development for data warehousing applications, preferable using SQL Server Integration Services.
3. A senior data administrator, working 2000 hrs/yr for three years at a starting rate of $100/hr, for data modeling and database administrative tasks in support of outcomes 3.3 through 3.5. 10 years experience working with Microsoft SQL Server as a database administrator. Experience should include the following: dimension modeling for data warehouses; complex installation of technical database management system software; determination of database storage requirements, allocation of database storage areas, building and initialization of database tables, definition of database rules, indexes and defaults; and definition and documentation of standards for organization's databases.
4. An experienced tester, working 2000 hrs/yr in years 2 and 3 at a starting rate of $100/hr, for quality assurance testing in support of outcomes 3.3 through 3.5. Certification as a software test professional (such as University of Washington Software Testing Certificate, Quality Assurance Institute certification, or International Software Testing Qualifications Board's Certified Tester – Foundation or Advanced Level), experience with Testing Automation processes and tools, facility in SQL, and 5 years experience as software test specialist, including QA testing of database applications.
5. 0.40 FTE of the program manager's time – i.e., 40% of 2000 hrs/yr for three years at a starting rate of $175/hr – is expected to be devoted to project management oversight of data warehousing outcomes.

The total projected cost for work contracts is $3,250,522. This includes a 2% increase per year to cover cost of living adjustments (COLA).

Consultants

1. ERDC will competitively solicit and employ a nationally recognized consulting company to conduct a feasibility study of the business and technical requirements for the P-20 data

warehouse, as required by the Washington State Information Services Board (ISB). $200,000 in grant funds are budgeted for this study, which will take place in the first few months of year 1 of the grant.

2. ERDC will competitively solicit and employ a nationally recognized consulting company to provide quality assurance assessments of project progress over all three years of the project, as required by the Washington State Information Services Board (ISB). $275,000 in grant funds are budgeted for this purpose.
3. ERDC will competitively solicit and employ a nationally recognized consulting company to provide independent verification and validation (IV&V) of technical work products and of planning, management and control processes over all three years of the project, as required by the Washington State Information Services Board (ISB). $276,000 in grant funds are budgeted for this purpose.

The total projected cost for consultants is $751,000.

Travel

$20,532 has been budgeted for travel by key personnel to professional meetings and conferences (e.g., MIS Conferences, annual meetings of the Higher Education Data Warehousing Forum).

Training Stipends

1. Training in use of Sybase Power Designer Studio Enterprise 15.0 data modeling software will be provided with $15,000 in grant funds ($7,500 for 10 days of training per license multiplied by 2 licenses) in year 1.
2. Training for ERDC technical staff in use of SQL Server Integration Services will be provided with $10,000 in grant funds ($2,500 per course multiplied by 4 courses) in year 1.

The total projected cost for training is $25,000.

Supplies

1. Per-processor Microsoft SQL Server licenses for two DL585 SQL Servers will be purchased with $40,000 in grant funds ($5,000 per processor multiplied by 2 servers multiplied by 4 processors per server) in year 1.
2. Two licenses for Sybase Power Designer Studio Enterprise 15.0 data modeling software will be purchased with $14,990 in grant funds in year 1. Three years of standard support for each license will cost an additional $20,238 ($3,373 per license per year multiplied by 2 licenses multiplied by 3 years).
3. $116,472 has been budgeted for standard supplies – approximately $6,000/yr per FTE – and another $26,400 for hardware maintenance.

The total projected cost for supplies is $218,100.

Equipment

1. A development DL585 SQL Server (64GB RAM, 4 processors) will be purchased with $15,000 in grant funds in year 1.

2. A production DL585 SQL Server (64GB RAM, 4 processors) will be purchased with $15,000 in grant funds in year 1.
3. 5TB of total storage for both servers will be purchased with $65,000 in grant funds in year 1.
4. $57,200 has been budgeted for one-time standard equipment purchases, including office furniture, desktop computers, and desktop software ($8,000 per FTE).

The total projected cost for equipment is $152,200.

The data warehouse and SIF zone integration servers will reside in the secure OFM managed data center. Data will be stored in OFM's enterprise Microsoft SQL Server 2005 database servers. These database servers are highly secure, high-availability, high-performance Windows 2003 servers. The OFM computing environment is secured to Washington State IT Security Standards.

OFM takes an enterprise approach to IT security that includes antivirus protection for all servers and workstations. The hard drives of all workstations used by OFM staff working on the ESP-20 data warehouse project are encrypted to protect confidential data.

3.1 Data Inventory

An inter-agency team of research analysts coordinated by ERDC staff will identify and document key information about the facts and dimensions required for longitudinal research and reporting across the P-20 educational spectrum in Washington. This work will include: (i) a review of education-related data definitions and relationships articulated in national data interoperability frameworks (e.g., SIF, PESC); (ii) an analysis of the research and reporting needs for the ERDC and its partners; and (iii) a comprehensive profile of the various source data available to SLEDS that will help satisfy those needs.

Costs by Year

		Year 1	Year 2	Year 3	Total
3.1	Data inventory	$362,421	$0	$0	$362,421

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$59,500
2.	Fringe Benefits	17,850
3.	Travel	2,520
4.	Equipment	13,280
5.	Supplies	9,960
6.	Contractual	236,000
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$339,110**
10.	Indirect Costs	13,311
11.	Training Stipends	10,000
12.	**Total Costs**	**$362,421**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
3.1	Inventory data requirements for longitudinal research and reporting across the P-20 educational spectrum.	OFM	12	07/01/2010	06/30/2011
3.1.1	Identify core facts and dimensions.	OFM	3	07/01/2010	09/30/2010
3.1.2	Identify facts and dimensions unique to early learning and K-12 education.	OFM	3	10/01/2010	12/31/2010
3.1.3	Identify facts and dimensions unique to postsecondary education.	OFM	3	01/01/2011	03/31/2011
3.1.4	Identify workforce facts and dimensions.	OFM	3	04/01/2011	06/30/2011

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #6: Ensures the quality and integrity of data contained in the system.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #5: A State data audit system assessing data quality, validity and reliability.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

3.2 Global Data Dictionary

Based on the results of the inter-agency P-20 data inventory, the ERDC data steward will coordinate development of a global data dictionary articulating standard definitions, data types, valid values, relationships, business rules, and data sources for all facts and dimensions in the P-20 data warehouse, including derived facts and dimensions in longitudinal data marts.

Costs by Year

		Year 1	Year 2	Year 3	Total
3.2	Global data dictionary	$362,421	$0	$0	$362,421

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$59,500
2.	Fringe Benefits	17,850
3.	Travel	2,520
4.	Equipment	13,280
5.	Supplies	9,960
6.	Contractual	236,000
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$339,110**
10.	Indirect Costs	13,311
11.	Training Stipends	10,000
12.	**Total Costs**	**$362,421**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
3.2	Develop global data dictionary for the P-20 data warehouse.	OFM	12	07/01/2010	06/30/2011
3.2.1	Provide standard definitions, data types, valid values, relationships, business rules, and data sources for core facts and dimensions.	OFM	3	07/01/2010	09/30/2010
3.2.2	Provide standard definitions, data types, valid values, relationships, business rules, and data sources for facts and dimensions unique to early learning and K-12 education.	OFM	3	10/01/2010	12/31/2010
3.2.3	Provide standard definitions, data types, valid values, relationships, business rules, and data sources for facts and dimensions unique to postsecondary education.	OFM	3	01/01/2011	03/31/2011
3.2.4	Provide standard definitions, data types, valid values, relationships, business rules, and data sources for workforce facts and dimensions.	OFM	3	04/01/2011	06/30/2011

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #6: Ensures the quality and integrity of data contained in the system.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

3.3 Database Environment

From the data dictionary provided by the ERDC data steward, a team of data administrators and developers will design and build the database environment necessary to support longitudinal research and reporting across the P-20 educational spectrum. This environment will include:

1. 200-250 dimension tables for validation and reporting. (Approximately 150 will be static reference data tables maintained by ERDC data analysts, including approximately 100 re-purposed from PCHEES. The remaining 50-100 tables will be populated via ETL processes.)
2. Fact tables (or the equivalent temporary data structures in memory) for 30-40 data marts (star schemas) – both first-level and summary-level (including longitudinal) data marts.
3. A staging area for SLEDS data integration services.
4. A relational data repository for data dictionary information and application metadata.

Costs by Year

	Year 1	Year 2	Year 3	Total
3.3 Database environment	$749,401	$1,039,206	$208,301	$1,996,908

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$116,535
2.	Fringe Benefits	34,960
3.	Travel	4,783
4.	Equipment	113,640
5.	Supplies	129,274
6.	Contractual	1,527,545
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$1,926,738**
10.	Indirect Costs	65,171
11.	Training Stipends	15,000
12.	**Total Costs**	**$1,991,908**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
3.3	Design and build P-20 database environment.	OFM	24	07/01/2010	06/30/2012
3.3.1	Conduct business and technical analysis of P-20 data warehousing requirements.	OFM	3	07/01/2010	09/30/2010
3.3.2	Create data model for P-20 data warehouse.	OFM	18	07/01/2010	12/31/2011
3.3.2.1	Create data model for P-20 metadata repository (including data dictionary metadata).	OFM	3	07/01/2010	09/30/2010
3.3.2.2	Create data model for facts and dimensions in P-20 data marts.	OFM	12	10/01/2010	09/30/2011
3.3.2.3	Create data model for P-20 staging area.	OFM	3	10/01/2011	12/31/2011
3.3.3	Build P-20 data warehouse environment from data model.	OFM	18	07/01/2010	12/31/2011
3.3.3.1	Build P-20 metadata repository from model.	OFM	3	07/01/2010	09/30/2010
3.3.3.2	Build P-20 data marts from model.	OFM	12	10/01/2010	09/30/2011
3.3.3.3	Build P-20 staging area from model.	OFM	3	10/01/2011	12/31/2011
3.3.3.4	Populate P-20 dimension tables that contain master reference data (e.g., races, age ranges, nations).	OFM	3	10/01/2011	12/31/2011

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #6: Ensures the quality and integrity of data contained in the system.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Required Element #4: The capacity to communicate with higher education data systems.

Required Element #5: A State data audit system assessing data quality, validity and reliability.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

3.4 Integration Procedures

Following upon their creation of the database environment for P-20 data warehousing, the team of data administrators and developers will:

1. Develop procedures for importing source data into the P-20 staging area using agreed-upon data interoperability frameworks and mechanisms;
2. Specify how and when to validate, clean, conform, and match each imported source datum in the P-20 staging area prior to loading in the SLDS data warehouse;
3. Develop validation, cleaning, conforming, and matching procedures and workflows from specifications; and
4. Import, validate, clean, conform, and match all available historical source data in the P-20 staging area using developed procedures and workflows.

Costs by Year

		Year 1	**Year 2**	**Year 3**	**Total**
3.4	Integration procedures	$0	$830,905	$833,935	$1,664,840

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$175,305
2.	Fringe Benefits	52,591
3.	Travel	7,116
4.	Equipment	12,000
5.	Supplies	45,786
6.	Contractual	1,330,261
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$1,623,059**
10.	Indirect Costs	41,780
11.	Training Stipends	0
12.	**Total Costs**	**$1,664,840**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
3.4	Integrate P-20 source data.	OFM	24	07/01/2011	06/30/2013
3.4.1	Develop procedures for importing source data into the P-20 staging area using agreed-upon data interoperability frameworks and mechanisms.	OFM	12	07/01/2011	06/30/2012
3.4.2	Specify how and when to validate, clean, conform, and match each imported source datum in the P-20 staging area prior to loading in the SLDS data warehouse.	OFM	6	07/01/2011	12/31/2011
3.4.3	Develop validation, cleaning, conforming, and matching procedures and workflows from specifications.	OFM	12	01/01/2012	12/31/2012
3.4.4	Import, validate, clean, conform, and match all available historical source data in the P-20 staging area using developed procedures and workflows.	OFM	6	01/01/2013	06/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #6: Ensures the quality and integrity of data contained in the system.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).

Required Element #4: The capacity to communicate with higher education data systems.

Required Element #5: A State data audit system assessing data quality, validity and reliability.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

3.5 Data Marts

In year 3 of the project, the team of data administrators and developers will:

1. Develop procedures and workflows for transferring integrated source data in SLDS staging area to P-20 first-level data marts;
2. Develop procedures and workflows for transferring data in P-20 first-level data marts to P-20 summary-level (including longitudinal) data marts;
3. Transfer all available integrated historical data in P-20 staging area to first-level and summary-level (including longitudinal) data marts using developed procedures and workflows;

Costs by Year

		Year 1	Year 2	Year 3	Total
3.4	Data marts	$0	$0	$833,935	$833,935

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$88,520
2.	Fringe Benefits	26,556
3.	Travel	3,593
4.	Equipment	0
5.	Supplies	23,120
6.	Contractual	671,716
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$813,505**
10.	Indirect Costs	20,430
11.	Training Stipends	0
12.	**Total Costs**	**$833,935**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
3.5	Populate P-20 data marts.	OFM	12	07/01/2012	06/30/2013
3.5.1	Develop procedures and workflows for transferring integrated source data in SLDS staging area to P-20 first-level data marts.	OFM	6	07/01/2012	12/31/2012
3.5.2	Develop procedures and workflows for transferring data in P-20 first-level data marts to P-20 summary-level (including longitudinal) data marts.	OFM	6	07/01/2012	12/31/2012
3.5.3	Transfer all available integrated historical data in P-20 staging area to first-level and summary-level (including longitudinal) data marts using developed procedures and workflows.	OFM	6	01/01/2013	06/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #5: Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievements of their students.

Required Capability #7: Meets reporting requirements (including reporting on the metrics established for the State Fiscal Stabilization Fund).

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Required Element #5: A State data audit system assessing data quality, validity and reliability.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Required element #12: Other information necessary to address alignment and adequate preparation for student success in postsecondary education.

Outcome 4: P-20 Data Interoperability

From requirements provided by the inter-agency data inventory team, an inter-agency development team will develop frameworks and procedures for the exchange of data between the P-20 data warehouse and other data systems.

The timeline for completion of P-20 data interoperability is 3 years, with a total projected cost of $1,846,950.03.

Costs by Outcome and Year

		Year 1	Year 2	Year 3	Total
4	**P-20 Data Interoperability**	**$257,894**	**$1,155,130**	**$433,930**	**$1,846,954**
4.1	Office of Superintendent of Public Instruction (OSPI)	$54,189	$494,734	$133,211	$682,134
4.2	Department of Early Learning (DEL)	$54,189	$526,635	$133,211	$714,035
4.3	State Board for Community & Technical Colleges (SBCTC)	$68,663	$65,415	$17,820	$151,898
4.4	Higher Education Coordinating Board (HECB)	$18,063	$18,245	$114,047	$150,356
4.5	Employment Security Department (ESD)	$18,063	$18,245	$17,820	$54,128
4.6	Workforce Training and Education Coordinating Board	$44,727	$31,856	$17,820	$94,403

Costs by Category (Totals may not add due to rounding.)

		Total
1.	Personnel	425,927
2.	Fringe Benefits	127,779
3.	Travel	8,688
4.	Equipment	62,800
5.	Supplies	877,705
6.	Contractual	157,183
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$1,660,082**
10.	Indirect Costs	162,790
11.	Training Stipends	24,082
12.	**Total Costs**	**$1,846,954**

What does the funding buy?

Personnel (1.80 FTE annually in year 1, 1.65 FTE annually in year 2, 2.00 FTE in year 3)

1. An ERDC Senior Data Analyst (1.00 FTE annually for three years) will be hired with grant funds to coordinate the design and development of all P-20 data interoperability frameworks and procedures.
2. Grant funds will pay for the use of a SBCTC application developer – 0.50 FTE in years 1 and 2 – for design and development of data interoperability procedures between the SBCTC data warehouse, PCHEES, and the P-20 data warehouse (outcome 4.3).
3. Grant funds will pay for the use of a WTECB application developer – 0.30 FTE in year 1, 0.15 FTE in year 2 – for design and development of data interoperability procedures between WTECB data systems and the P-20 data warehouse (outcome 4.6).
4. Grant funds will pay for the use of a DEL application developer – 0.25 FTE in year 2 – for design and development of data interoperability procedures between DEL data systems and the P-20 data warehouse (outcome 4.2).
5. Grant funds will pay for the use of a HECB application developer – 1.00 FTE in year 3 – for design and development of data interoperability procedures between HECB academic program and financial aid data systems and the P-20 data warehouse (outcome 4.4).

The total projected cost for personnel-related expenses is $553,702 – $425,927 for salaries and $127,779 for fringe benefits. This includes a 2% salary/benefits increase per year to cover cost of living adjustments (COLA).

Consultants

The ERDC will competitively solicit and employ a nationally recognized consulting company to establish a service oriented architecture (SOA) for data interoperability between the P-20 data warehouse and both OSPI's K-12 data system (CEDARS) and DEL's early learning data system by setting up a network of Schools Interoperability Framework (SIF) zone integration servers and agents. $50,000 has been budgeted for SIF mapping in connection with this effort.

Contracts for work (0.10 FTE annually for three years)

1. 0.10 FTE of the program manager's time – i.e., 10% of 2000 hrs/yr for three years at a starting rate of $175/hr – is expected to be devoted to project management oversight of data interoperability outcomes.

The total projected cost for work contracts is $ 107,183.

Travel

$8,688 has been budgeted for travel by key personnel to professional meetings and conferences (e.g., MIS Conferences, annual meetings of the Higher Education Data Warehousing Forum).

Training Stipends

$24,082 has been budgeted for service oriented architecture (SOA) training by ERDC and DEL staff, primarily training in the use of SIF zone integration servers and agents.

Supplies

1. Licenses for two SIF zone integration servers, two vertical integration frameworks (VIF), and two SIF agents – the first set for the P-20 data warehouse and the other set for DEL's early learning data system – will be purchased with $700,000 in grant funds in year 2; maintenance costs in year 3 will total $145,000.
2. $32,705 has been budgeted for standard supplies – approximately $6,000/yr per FTE.

The total projected cost for supplies is $877,705.

Equipment

1. Two SIF zone integration servers will be purchased with $50,000 in grant funds in year 2.
2. $12,800 has been budgeted for one-time standard equipment purchases, including office furniture, desktop computers, and desktop software ($8,000 per FTE).

The total projected cost for equipment is $62,800.

The data warehouse and SIF zone integration servers will reside in the secure OFM managed data center. Data will be stored in OFM's enterprise Microsoft SQL Server 2005 database servers. These database servers are highly secure, high-availability, high-performance Windows 2003 servers. The OFM computing environment is secured to Washington State IT Security Standards.

4.1 K-12 and P-20 Data Interoperability

Working with a nationally recognized consulting company, the ERDC will collaborate with the Office of the Superintendent of Public Instruction (OSPI) to establish a service oriented architecture (SOA) for data interoperability between the P-20 data warehouse and OSPI's K-12 data system (CEDARS) by setting up a network of Schools Interoperability Framework (SIF) zone integration servers and custom agents.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.1	Office of Superintendent of Public Instruction (OSPI)	$54,189	$494,734	$133,211	$682,134

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$78,092
2.	Fringe Benefits	23,428
3.	Travel	2,280
4.	Equipment	27,640
5.	Supplies	428,564
6.	Contractual	57,155
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$617,159**
10.	Indirect Costs	60,751
11.	Training Stipends	4,225
12.	**Total Costs**	**$682,134**

Tasks to be completed with this funding

	Outcome | Tasks	Owner	Duration (Months)	Start	Finish
4.1	Data transfers between the P-20 data warehouse and the Office of Superintendent of Public (K-12) Instruction (OSPI).	OFM, OSPI	36	7/10/2010	6/30/2013
4.1.1	Using the Schools Interoperability Framework (SIF), specify the content and mechanism of data transfers between the P-20 data warehouse and OSPI.	OFM	12	7/10/2010	6/30/2011
4.1.2	Develop procedures for transferring data from OSPI to the P-20 data warehouse, from specifications.	OFM	12	7/1/2011	6/30/2012
4.1.3	Develop procedures for transferring data from the P-20 data warehouse to OSPI, from specifications.	OFM	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

4.2 Early Learning and P-20 Data Interoperability

Working with a nationally recognized consulting company, the ERDC will collaborate with the Department of Early Learning (DEL) to establish a service oriented architecture (SOA) for data interoperability between the P-20 data warehouse and DEL's early learning data system by setting up a network of Schools Interoperability Framework (SIF) zone integration servers and custom agents.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.2	Department of Early Learning (DEL)	$54,189	$526,635	$133,211	$714,034

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$93,407
2.	Fringe Benefits	28,023
3.	Travel	2,280
4.	Equipment	27,640
5.	Supplies	428,564
6.	Contractual	57,155
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$637,068**
10.	Indirect Costs	62,741
11.	Training Stipends	14,225
12.	**Total Costs**	**$714,034**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
4.2	Data transfers between the P-20 data warehouse and the Department of Early Learning (DEL).	OFM, DEL	36	7/10/2010	6/30/2013
4.2.1	Using the Schools Interoperability Framework (SIF), specify the content and mechanism of data transfers between the P-20 data warehouse and DEL.	OFM, DEL	12	7/10/2010	6/30/2011

(continued)

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
4.2.2	Develop procedures for transferring data from DEL to the P-20 data warehouse, from specifications.	OFM, DEL	12	7/1/2011	6/30/2012
4.2.3	Develop procedures for transferring data from the P-20 data warehouse to DEL, from specifications.	OFM, DEL	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

4.3 SBCTC and P-20 Data Interoperability

The ERDC and the State Board for Community and Technical Colleges (SBCTC) will collaborate in the design and development of flat-file and/or XML data interoperability procedures between the SBCTC data warehouse, PCHEES, and the P-20 data warehouse.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.3	State Board for Community & Tech Colleges (SBCTC)	$68,663	$65,415	$17,820	$151,898

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$86,661
2.	Fringe Benefits	25,998
3.	Travel	760
4.	Equipment	4,880
5.	Supplies	8,084
6.	Contractual	10,718
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$137,101**
10.	Indirect Costs	13,388
11.	Training Stipends	1,408
12.	**Total Costs**	**$151,898**

Tasks to be completed with this funding

	Outcome | Tasks	Owner	Duration (Months)	Start	Finish
4.3	Data transfers between the P-20 data warehouse, PCHEES, and the State Board for Community & Technical Colleges (SBCTC).	OFM, SBCTC	36	7/10/2010	6/30/2013
4.3.1	Specify the content and mechanism of data transfers between the P-20 data warehouse, PCHEES, and SBCTC.	OFM, SBCTC	12	7/10/2010	6/30/2011
4.3.2	Develop procedures for transferring data from SBCTC to the P-20 data warehouse and PCHEES, from specifications.	OFM, SBCTC	12	7/1/2011	6/30/2012
4.3.3	Develop procedures for transferring data from the P-20 data warehouse and PCHEES to SBCTC, from specifications.	OFM, SBCTC	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #4: The capacity to communicate with higher education data systems.

4.4 Higher Education Coordinating Board (HECB) and P-20 Data Interoperability

ERDC and the HECB will collaborate in the design and development of flat-file and/or XML data interoperability procedures between HECB academic program and financial aid data systems, PCHEES, and the P-20 data warehouse.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.4	Higher Education Coordinating Board (HECB)	$18,063	$18,245	$114,048	$150,356

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$88,516
2.	Fringe Benefits	26,555
3.	Travel	760
4.	Equipment	880
5.	Supplies	8,270
6.	Contractual	10,718
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$135,699**
10.	Indirect Costs	13,248
11.	Training Stipends	1,408
12.	**Total Costs**	**$150,356**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
4.4	Data transfers between the P-20 data warehouse, PCHEES, and the HECB.	OFM, HECB	36	7/10/2010	6/30/2013
4.4.1	Specify the content and mechanism of data transfers between the P-20 data warehouse, PCHEES, and HECB.	OFM, HECB	12	7/10/2010	6/30/2011
4.4.2	Develop procedures for transferring data from HECB to PCHEES and the P-20 data warehouse, from specifications.	OFM, HECB	12	7/1/2011	6/30/2012
4.4.3	Develop procedures for transferring data from the P-20 data warehouse and PCHEES to HECB, from specifications.	OFM, HECB	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #4: The capacity to communicate with higher education data systems.

4.5 ESD and P-20 data interoperability

The ERDC and the Employment Security Department (ESD) will collaborate in the design and development of flat-file and/or XML data interoperability procedures between ESD data systems and the P-20 data warehouse.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.5	Employment Security Department (ESD)	$18,063	$18,245	$17,820	$54,128

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$26,031
2.	Fringe Benefits	7,809
3.	Travel	760
4.	Equipment	880
5.	Supplies	2,022
6.	Contractual	10,718
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$48,220**
10.	Indirect Costs	4,500
11.	Training Stipends	1,408
12.	**Total Costs**	**$54,128**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
4.5	Data transfers between the P-20 data warehouse and the Employment Security Department (ESD).	OFM, ESD	36	7/10/2010	6/30/2013
4.5.1	Specify the content and mechanism of data transfers between the P-20 data warehouse and ESD.	OFM, ESD	12	7/10/2010	6/30/2011
4.5.2	Develop procedures for transferring data from ESD to the P-20 data warehouse, from specifications.	OFM, ESD	12	7/1/2011	6/30/2012
4.5.3	Develop procedures for transferring data from the P-20 data warehouse to ESD, from specifications.	OFM, ESD	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

4.6 WTECB and P-20 Data Interoperability

The ERDC and the Workforce Training and Education Coordinating Board (WTECB) will collaborate in the design and development of flat-file and/or XML data interoperability procedures between WTECB data systems and the P-20 data warehouse.

Costs by Year

		Year 1	Year 2	Year 3	Total
4.6	Workforce Training and Education Coordinating Board (WTECB)	$44,727	$31,856	$17,820	$94,403

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$53,220
2.	Fringe Benefits	$15,966
3.	Travel	$1,848
4.	Equipment	$880
5.	Supplies	$2,201
6.	Contractual	$10,718
7.	Construction	$0
8.	Other	$0
9.	**Total Direct Costs**	**$84,833**
10.	Indirect Costs	$8,161
11.	Training Stipends	$1,408
12.	**Total Costs**	**$94,403**

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
4.6	Data transfers between the P-20 data warehouse and the Workforce Training and Education Coordinating Board (WTECB).	OFM, WTECB	36	7/10/2010	6/30/2013
4.6.1	Specify the content and mechanism of data transfers between the P-20 data warehouse and WTECB.	OFM, WTECB	12	7/10/2010	6/30/2011
4.6.2	Develop procedures for transferring data from WTECB to the P-20 data warehouse, from specifications.	OFM, WTECB	12	7/1/2011	6/30/2012
4.6.3	Develop procedures for transferring data from the P-20 data warehouse to WTECB, from specifications.	OFM, WTECB	12	7/1/2012	6/30/2013

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Outcome 5: Source System Enhancements

In the process of discussing the components of the ESP-20 data warehouse and the requirements that partner agencies need to meet in order to build a system that meets the seven required capabilities and includes the twelve requirements elements, agencies have identified enhancements that improve or augment systems supplying data to the ESP-20 data warehouse. These enhancements will improve the quality of data coming into the P-20 system and facilitate the implementation of interoperability (Outcome 4) for ESP-20 and future multi-state efforts.

The Office of Superintendent of Public Instruction (OSPI) received a federal grant in 2008 to consolidate data silos into its Comprehensive Education Data and Research System (CEDARS). The ESP-20 data warehouse will benefit from this investment. Investments in other source systems need to be made to expand the effectiveness of the data warehouse.

Costs by Outcome and Year

		Year 1	Year 2	Year 3	Total
5	**Source System Enhancements**	**$2,868,989**	**$2,073,535**	**$1,395,007**	**$6,338,531**
5.1	Postsecondary Integration	$57,322	$496,773	$508,795	$1,062,890
5.2	Academic program database	$259,144	$246,067	$0	$505,211
5.3	DEL student information	$922,466	$759,460	$808,712	$2,490,638
5.4	SBCTC COBOL to SQL	$1,571,883	$541,589	$77,500	$2,190,972
5.5	WTECB data system	$58,174	$29,646	$0	$87,820

Contracts for work (0.30 FTE annually for three years)

0.30 FTE of the program manager's time – i.e., 30% of 2000 hrs/yr for three years at a starting rate of $175/hr – is expected to be devoted to project management oversight of source system enhancement outcomes.

Justification of other costs by project year

	Year 1	Year 2*	Year 3*
Travel	$0	$0	$0
Equipment	$2,400 Standard workspace furniture and equipment	$0	$0
Supplies	$1,800 Standard software and office supplies	$1,838 Standard software and office supplies	$1,875 Standard software and office supplies
Other	$0	$0	$0
Training Stipends	$0	$0	$0

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Outcomes expected

5.1 Integration of Community and Technical College (CTC) data into the Public Centralized Higher Education Enrollment System (PCHEES)

5.2 Higher Education Coordinating Board (HECB) data system enhancements

5.3 Department of Early Learning data system enhancements

5.4 State Board for Community and Technical Colleges (SBCTC) COBOL to SQL conversion

5.5 Workforce Training and Education Coordinating Board (WTECB) data system enhancements

5.1 Integration of Community and Technical College (CTC) Data into the Public Centralized Higher Education Enrollment System (PCHEES)

The Public Centralized Higher Education Enrollment System (PCHEES), managed by Office of Financial Management (OFM), currently collects data from public 4-year baccalaureate institutions in Washington for enrollment reporting purposes. A team of data administrators and developers will integrate PCHEES with the Student Data Warehouse managed by the State Board for Community & Technical Colleges (SBCTC) to provide a consolidated source of higher education enrollment data for the ESP-20 data warehouse. This integrated system will allow users to go to one place for higher education data and to compare data (calculated using similar definitions) in the two- and four-year systems through the same reporting tool.

Costs by Year

		Year 1	Year 2	Year 3	Total
5.1	Postsecondary Integration	$57,322	$496,773	$508,795	$1,062,890

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$613,681
2.	Fringe Benefits	184,105
3.	Travel	600
4.	Equipment	31,068
5.	Supplies	46,477
6.	Contractual	97,116
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$973,047**
10.	Indirect Costs	89,843
11.	Training Stipends	0
12.	**Total Costs**	**$1,062,890**

What does the funding buy?

Personnel (0.50 FTE annually in year 1, 3.75 FTE annually in years 2 and 3)

1. Lynn Cole, ERDC Data Analyst, will contribute 0.25 FTE annually to the project in an in-kind capacity, providing business and technical oversight for the project.
2. The Senior Data Analyst who will be hired with grant funds (at a starting salary of $85,000) to serve as ERDC data steward and to coordinate the development of the ESP-20 global data dictionary (outcome 3.2) will also contribute 0.25 FTE to PCHEES data analysis and documentation in year 1 of the grant. Qualifications: 5 years or more experience in data warehousing applications, preferably using SQL Server Integration Services.
3. Grant funds will provide for the following application development resources in the Information Services Division of the Office of Financial Management:

	Year 1	**Year 2**	**Year 3**
IT Project Manager ($92,000)	0.00 FTE	0.50 FTE	0.50 FTE
Application Developer Lead ($90,000)	0.00 FTE	0.25 FTE	0.25 FTE
Application Developer ($80,000)	0.00 FTE	1.00 FTE	1.00 FTE
Product Consultant ($75,000)	0.00 FTE	0.50 FTE	0.50 FTE
Data Administrator ($85,000)	0.00 FTE	0.25 FTE	0.25 FTE
Tester ($80,000)	0.00 FTE	1.00 FTE	1.00 FTE
TOTAL	0.00 FTE	3.50 FTE	3.50 FTE

Consultants

No consultant work is anticipated for this individual project.

Contracts for work

No contracts for work are anticipated for this individual project.

Justification of other costs by project year

	Year 1	Year 2*	Year 3*
Travel	$600 In-state travel to meet with 2- and 4-year institution data owners	$0	$0
Equipment	$2,000 Standard workspace furniture and equipment for ERDC Sr. Analyst	$28,588 Standard workspace furniture and equipment for Project Manager, Application Developer Lead, Application Developer, Product Consultant, Data Administrator and Tester	$0
Supplies	$1,500 Standard software and office supplies for ERDC Sr. Analyst	$21,441 Standard software and office supplies for Project Manager, Application Developer Lead, Application Developer, Product Consultant, Data Administrator and Tester	$21,870 Standard software and office supplies for Project Manager, Application Developer Lead, Application Developer, Product Consultant, Data Administrator and Tester
Other	$0	$0	$0
Training Stipends	$0	$0	$0

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
5.1	Expand PCHEES to include 2-year postsecondary enrollment data	OFM, SBCTC	36	7/1/2010	6/30/2013
5.1.1	Identify new 2-year data elements for inclusion in PCHEES data dictionary	OFM, SBCTC	12	7/1/2010	6/30/2011
5.1.2	Revise data model and database to accommodate 2-year data elements	OFM	12	7/1/2011	6/30/2012
5.1.3	Revise extraction and load procedures to accommodate 2-year data elements	OFM, SBCTC	12	7/1/2011	6/30/2012
5.1.4	Develop new term enrollment reports to cover 2-year and combined (2-year and 4-year) enrollment activity	OFM	12	7/1/2012	6/30/2013
5.1.5	Develop new data set downloads to cover 2-year and combined (2-year and 4-year) enrollment activity	OFM	12	7/1/2012	6/30/2013

Outcomes expected

An integrated system that has enrollment data for both two- and four-year public higher education institutions in Washington.

Specifically, this three-year project will involve the following PCHEES enhancements:

- Addition of 25-30 new data elements to existing collection files/tables.
- Addition of 25-30 new dimension (look-up) tables and 25-30 new database views, for data validation & reporting.
- Integration of PCHEES dimension data with P-20 data warehouse reference data.
- Addition of 100-150 new validation edits.
- One-time load of 10 years of legacy data from SBCTC Student Data Warehouse.
- Development of 40-60 new PCHEES enrollment report files and associated SQL stored procedures.
- Development of 1 new reporting interface, and modifications to 2-3 previously-developed reporting interfaces, in both authenticated and public-facing PCHEES web applications.
- Development of 5-10 downloadable research data sets from authenticated PCHEES web application.
- Development of procedures for transferring publicly-released PCHEES data to the P-20 data warehouse.
- Modifications to PCHEES data dictionary and to other user documentation.

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Required Element #4: The capacity to communicate with higher education data systems.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

5.2 Higher Education Coordinating Board (HECB) Data System Enhancements

A single authoritative statewide degree program inventory is essential to providing accurate information on program availability and program success. In addition, an up-to-date and accurate program inventory is important to verify data submissions to the ESP-20 data warehouse. Currently, the Higher Education Coordinating Board (HECB) has three sources of data related to degree programs that are not linked in a single database. The State Board for Community and Technical Colleges (SBCTC) and the Workforce Training and Education Coordinating Board (WTECB) also have program level data that could be integrated. In addition, program information for the baccalaureates is collected as part of the Education Research and Data Center (ERDC) data collection process. Linking these data would ensure a single accurate source of program information is available and it would allow administrators and researchers access data on specific programs rather than only looking at broad program areas.

Resources are needed to provide the database development necessary to create a centralized database that includes data from:

1. Program Approval for public baccalaureate institutions
2. State Approving Agency records (listing of all degree and certificate programs offered in Washington approved for Veteran's benefits)
3. Degree Authorization records (listing of all degree granting institutions operating in Washington and all programs for more recent institutions authorized in Washington)

In addition, the database could link to degree approval files at the SBCTC to capture approved two-year programs and the State Approving Agency files for non-degree granting programs maintained by the WTECB.

Costs by Year

		Year 1	Year 2	Year 3	Total
5.2	Academic program database	$259,144	$246,067	$0	$505,211

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$291,024
2.	Fringe Benefits	87,307
3.	Travel	0
4.	Equipment	16,480
5.	Supplies	24,980
6.	Contractual	42,441
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$462,232**
10.	Indirect Costs	42,979
11.	Training Stipends	0
12.	**Total Costs**	**$505,211**

What does the funding buy?

Personnel

HECB will hire a full-time applications developer ($72,000) for a two year period to work on database structure, links to external data, import and verify data from existing sources, create a data dictionary, develop user interfaces, develop data interfaces, develop reports, and conduct usability testing and training.

HECB will also hire a full-time policy analyst ($72,000) for two years who will also fulfill the role of project coordinator among the state IT and policy staff and participating public university analysts working on the project. The responsibilities of this position include monitoring data gathering processes; maintaining the accuracy of the data and data definitions; training staff and developing user guides and procedure manual(s); and ensuring that the developing longitudinal database is well-aligned with state agency and institutional research needs. Qualifications: Bachelor's degree from an accredited college or university; 3 years of progressively responsible experience in project coordination/project management in education, public administration, or a related field; knowledge of information gathering techniques, procedures, and practices; ability to communicate effectively, both verbally and in writing; ability to exercise considerable individual judgment and initiative in conducting the necessary operations within the program; ability to prepare and conduct effective presentations; ability to coordinate project activities with diverse groups and individuals.

Consultants

No consultant work is anticipated for this individual project.

Contracts for work

No contract work is anticipated for this individual project.

Justification of other costs by project year

	Year 1	Year 2	Year 3
Travel	$0	$0	$0
Equipment	$16,000 Standard workspace furniture and equipment for 2 FTE	$0	$0
Supplies	$12,000 Standard software and office supplies for 2 FTE	$12,252 Standard software and office supplies for 2 FTE	$0
Other	$0	$0	$0
Training Stipends	$0	$0	$0

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
5.2	Build new HECB Approved Programs Data System	HECB	24	7/1/2010	6/30/2012
5.2.1	Define/review project goals, scope, budget, timeline, project charter		2	7/1/2010	8/31/2010
5.2.2	Identify data inputs, data elements, use cases, output requirements, test cases, work breakdown structure		6	9/1/2010	3/31/2011
5.2.3	Software development/data interface development/content aggregation		10	4/1/2011	1/30/2012
5.2.4	Implementation, functional testing, usability testing		3	2/1/2012	4/30/2012
5.2.5	Deployment, testing, training, evaluation		3	5/1/2012	7/30/2012

What does the funding produce?

- Authoritative database used to verify submissions to the P-20 Data Warehouse
- On-line submission process for degree program proposals for the baccalaureates, CTCs and WTECB.
- Up-to-the-minute degree program availability information on-line for students, parents, counselors, and researchers.
- Capability to extract and exchange data for use by external systems.
- Data Dictionary and User guide.

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #4: The capacity to communicate with higher education data systems.

5.3 Department of Early Learning Student Information System

The Department of Early Learning (DEL) was formed from multiple Washington State agencies in 2006. Each program had unique data needs and resulted in core data elements being collected and stored between multiple data systems which currently require duplicative data entry. This funding will assist DEL in reducing data silos and redundant efforts by integrating business line applications.

The Early Child Education and Assistance Program (ECEAP), created in 1985, helped fill the gap for the need of the national Head Start program. ECEAP currently provides child care and learning opportunities for children whose families meet the 110% poverty level. The State currently funds 8,053 ECEAP slots.

The ECEAP Management System (EMS) is an antiquated legacy desktop application written in Borland Delphi, which tracks child and program information and demographics. DEL ECEAP staff use the EMS data to monitor contractor compliance with the ECEAP Performance Standards and Contract. Information collected in the EMS is often requested by state and national researchers studying state pre-kindergarten programs, or state lawmakers who use this data to make funding decisions.

A new system will revolutionize the way DEL and their partners collect and report data. A web-based application will allow for DEL and their partners to add, maintain, and report data for providers and the earliest learners in our State. This application will also offer expanded reports with aggregation and drill-down capabilities. Business practices will be aligned among ECEAP, Head-Start, and regulatory child care to create a systemic approach to reducing the burden of administrating multiple "like" systems. Creating a single system will streamline business processes, eliminate silos, and cross-pollinate staff within different business units. Since ECEAP so closely mirrors Washington's regulatory licensing practices, the EMS system would essentially provide the foundation for building a larger single cohesive system and repository that supports all children in the early learning arena.

Characteristics of the current ECEAP Management system:

- Difficult and slow to navigate.
- Programmed in Borland Delphi, an outdated programming language. There is only one Olympia-based contractor available to maintain and update a Delphi-based system. There

are no internal DEL staff who can work in Delphi. Using the outside contractor to maintain the system is time-consuming and results in frequent, unnecessary costs to the state. EMS cannot currently be accessed from the internet. It must be installed on each computer and is not compatible with Macintosh operating systems, which some providers use. Additionally, the desktop client application requires localized technical installation and troubleshooting support for access. This proposal will remove impediments to remote access and reduce cost to maintain.

- Cumbersome report generation and reports do not "roll-up". Many reports require pulling data for each site or contract and manually aggregating the data. In order to compare child demographics for two years, staff must click through several steps, print one year's information, then back out and click through those steps again for the second year. This is an inefficient use of DEL staff and service provider time. New reports must be programmed by the Delphi contractor at an hourly cost.
- Database design does not utilize industry best-practices and makes longitudinal reporting difficult. The program is essentially copied and pasted for each biennium which results in numerous database tables for the same data over the lifetime of the application.
- Collecting new data elements and compiling it with existing data is awkward and uses an inordinate amount of staff time.
- Not flexible enough to support even the simplest legislative recommendation without impacting the entire application.

EMS has been in production for nearly 20 years and is not built to leverage information from, or connect to other systems. In order to build longitudinal relationships with other systems, a structure to maintain, manage and share the currently established program data would be needed.

Leveraging current development efforts on our State Registry and Training System (STARS), we intend to provide and share employment history, educational background, and certifications. We propose to create an environment where we know which providers leave the early learning realm, with what credentials and certification, and where they move to in their employment. Combining this workforce data with K-12 teacher workforce data would create a fuller picture of teacher movement between the early learning and K-12 sectors.

Additional functions to be created would tie in outcomes for the children of our large migrant populations and determine best practices and service needs for those individuals. This effort would tie directly to the Office of Superintendent of Public Instruction (OSPI) English Language Learner (ELL) program and will support more informed decisions throughout their educational experiences and careers. Similar efforts will take place for young children with disabilities through partnership with the Infant Toddler Early Intervention Program (ITEIP).

Upon completion of the three-year project, DEL will have trained and knowledgeable staff taking ownership of the data system from both the business and technical units. The business partners will be heavily involved throughout the course of the project which will increase system use, data quality and sustainability.

Costs by Year

		Year 1	**Year 2**	**Year 3**	**Total**
5.3	DEL student information	$922,466	$759,460	$808,712	$2,490,638

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$704,357
2.	Fringe Benefits	211,307
3.	Travel	33,074
4.	Equipment	157,605
5.	Supplies	107,337
6.	Contractual	1,092,402
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$2,306,082**
10.	Indirect Costs	138,618
11.	Training Stipends	45,938
12.	**Total Costs**	**$2,490,638**

What does the funding buy?

Personnel

DEL will hire two application developers ($79,000) and a database systems administrator ($72,000) who will focus efforts on maintaining the database servers, system performance/ optimizations and SAN support. Qualifications for application developers are: Experience in software application design and development using Microsoft Visual Studio and associated technologies (Visual Studio 6.0, ActiveX, MDAC); experience using Microsoft SQL Server and Transact SQL; experience in software application design and development using Microsoft .Net technologies (Visual Studio .Net, .Net Framework, Web Services, XML, SOAP, ADO.NET, C#, ASP.NET); ability to solve software/hardware problems, including defining and analyzing the problem, identifying and testing solutions, choosing and implementing the best solution, documenting the changes as needed, and evaluating the outcome; ability to communicate technical information effectively for both technical and non-technical audience.

Consultants

No consultant work is anticipated for this individual project.

Contracts for work

An IT project manager will be hired to oversee the progress of the project. Qualifications will include certification as a Project Management Professional (PMP) and prior successful project management experience in a project of this size and complexity. A data architect will be hired to oversee the modeling, development, and implementation of the online transactional database for the Early Learning Student Information System and the data warehouse. Data architect requirements include five years experience working as a data analyst at an enterprise level. This experience should include the creation of logical and conceptual data models at the database and enterprise levels, based on business requirements and including business process models, data flow diagrams and entity-relationship diagrams; definition and enforcement of standards and

conventions for defining and naming data to ensure enterprise data consistency; conducting data definition sessions with business users; managing and administering the metadata repository using standard Data Administration CASE tools; assisting the Database Administrators in creating physical tables from the logical models; and ensuring that complete data models and data repository are available to agency staff for the production environment and kept up-to-date in the development environment.

	Year 1	**Year 2***	**Year 3***
IT Project Manager (50%)	$125,000 1000 hours per year at $125 per hour	$127,625 1000 hours per year at $128 per hour	$130,178 1000 hours per year at $130 per hour
Data Architect (100%)	$200,000 2000 hours per year at $100 per hour	$204,200 2000 hours per year at $102 per hour	$208,284 2000 hours per year at $104 per hour

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Justification of other costs by project year

	Year 1	**Year 2***	**Year 3***
Travel	$10,800 $3,600 per FTE for travel to conduct on-site requirements gathering.	$11,027 $3,676 per FTE for travel to conduct on-site system testing.	$11,247 $3,749 per FTE for travel to conduct on-site training.
	Travel to meetings at 18 DEL offices, 9 partner agencies, ECEAP provider sites, and early learning meetings		
Equipment	$157,125 • $120,000 for SAN and 5 servers • $8,200 one-time standard office per FTE • $300 for 1 Blackberry • $75 VPN Key Fob per FTE	$0	$0
Supplies	$37,658 • $6,000 for standard supplies per FTE • $210 VPN access fees per FTE per FY • $725 per FTE for MSDN software • $1,300 per FTE for Red Gate software • $600 per FY for Blackberry service (1)	$33,670	$34,344
Other	$0	$0	$0
Training Stipends	$15,000 ($5,000 per FTE)	$15,316 ($5,105 per FTE)	$15,622 ($5,207 per FTE)
	for training to stay abreast of technology changes and industry best practices in the areas of business intelligence, data warehousing and reporting		

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
5.3	Early Learning Student Information System (ELSIS)	DEL	36	7/1/2010	6/30/2013
5.3a	Design and build early learning student information system				
5.3a.1	Conduct business and technical analysis: (a) aligning ECEAP and child care licensing provider standards; (b) ELSIS		4	7/1/2010	10/31/2010
5.3a.2	Identify core data elements collected and desired		3	11/1/2010	1/31/2011
5.3a.3	Identify integration points with the DEL professional development registry system and subsidy payment system		2	11/1/2010	12/31/2010
5.3a.4	Create data dictionary with standard definitions, data types, valid values, relationships, business rules		3	12/1/2010	2/28/2011
5.3a.5	Create data model for transactional database (OLTP)		3	1/1/2011	3/31/2011
5.3a.6	Design user interface screens for ELIS		3	1/1/2011	3/31/2011
5.3a.7	Design object model (business and data access objects) for ELSIS		3	4/1/2011	12/31/2011
5.3a.8	Develop database and objects		3	4/1/2011	6/30/2011
5.3a.9	Develop user interface screens		6	7/1/2011	12/31/2011
5.3a.10	Design and develop reports		5	12/1/2011	4/30/2012
5.3a.11	Conduct System Test and triage defects		3	1/1/2012	3/31/2012
5.3a.12	Create User Manual		3	1/1/2012	3/31/2012
5.3a.13	Pilot Early Learning Student Information System		3	4/1/2012	6/30/2012
5.3a.14	Conduct User Acceptance Testing and triage defects		3	7/1/2012	9/30/2012

(continued)

	Outcome | Tasks	Owner	Duration (Months)	Start	Finish
5.3a.15	Expand the Early Learning Student Information System		9	10/1/2012	6/30/2013
5.3b	Integrate historical ECEAP data into Early Learning Student Information System		12	1/1/2012	12/31/2012
5.3b.1	Specify how and when to validate, clean, conform, and match ECEAP data for integration in the ELSIS ; develop procedures		6	1/1/2012	6/30/2012
5.3b.2	Import, validate, clean, conform, and match historical source data		6	7/1/2012	12/31/2012
5.3c	Design and build Early Learning Student Information System Data Warehouse		12	7/1/2012	6/30/2013
5.3c.1	Conduct business and technical analysis of data warehouse		3	7/1/2012	9/30/2012
5.3c.2	Create data model for data warehouse		3	10/1/2012	12/31/2012
5.3c.3	Build data warehouse environment from data model		3	1/1/2013	3/31/2013
5.3c.4	Populate data warehouse		3	4/1/2013	6/30/2013

What does the funding produce?

- Early Learning Student Information System
  - On-line system for data collection, management, and reporting that replaces the antiquated ECEAP system and expands to include all children in early learning
  - Aligned data standards and definitions across disparate data systems within DEL
  - Interface with OSPI's SSID Request and Student Match to assign SSIDs to all children in early learning programs establishing the earliest possible linkages
  - Data dictionary
  - User Manual
- Migration of historical ECEAP data into Early Learning Student Information System
- Early Learning Student Information System Data Warehouse
- Standard datasets from the data warehouse made available for research purposes.

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

5.4 State Board for Community and Technical Colleges (SBCTC) COBOL to SQL Conversion

Student and institutional data from systems supporting the 34 community and technical colleges are maintained in 50 separate databases and over 1600 data files in order to generate critical data required for State and Department of Education (DOE) reporting. This funding presents the opportunity to design, develop, and implement automated processes to extract and load data staging area that provides for efficiency of operation and reporting, supporting a stable, sustained robust state longitudinal data system. The current manual processes used to extract, analyze, and consolidate data from the various sources (databases and data files) result in frequent delays and reporting inaccuracies.

Funding would provide resources to create a data staging area to extract college data from the legacy systems and load into a college longitudinal database for automating data base interoperability among all 34 colleges, the SBCTC, other educational sectors, and the state's Education Research and Data Center. This repository will interoperate with data warehouses that integrate student, staff, financial and facility data. This will provide stakeholders with timely college data and will be designed to meet multiple stakeholder needs.

Currently data are retrieved from colleges monthly and most student data quarterly. This proposal will enable data to automatically be retrieved daily if required. Data errors can be identified and corrected before being reported to the state or federal government.

Costs by Year

		Year 1	Year 2	Year 3	Total
5.4	SBCTC COBOL to SQL	$1,571,883	$541,589	$77,500	$2,190,972

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$247,490
2.	Fringe Benefits	74,247
3.	Travel	0
4.	Equipment	667,144
5.	Supplies	658,762
6.	Contractual	370,066
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$2,017,709**
10.	Indirect Costs	173,263
11.	Training Stipends	0
12.	**Total Costs**	**$2,190,972**

What does the funding buy?

Personnel

SBCTC will use project funding to hire a Data Architect (1 FTE) for analysis and design, and a Database Administrator (0.5 FTE) for database design.

Consultants

$75,000 in grant funds will cover a feasibility study in year 3 for future development of an application that assigns a universal student identifier to students enrolled in any SBCTC institution.

Contract Services

To facilitate this project, SBCTC will contract with an experienced IT Project Manager to provide technical leadership and expertise in designing, developing, and implementing the solution, working closely with the technical project team.

	Year 1	**Year 2***	**Year 3***
IT Project Manager (50%)	$125,000 1000 hours per year at $125 per hour	$127,625	$0

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Justification of other costs by project year

Category	Year 1	Year 2	Year 3
Travel	$0	$0	$0
Equipment	$662,664 • HP-UX Blade Unit • HP-SAN Expansion • Windows SQL Server Gear • Network HW Enterprise Configure and operate the data staging area and connect with other computers data sources storing and processing college and student information.	$0	$0
Supplies	$466,750 • Unix to SQL conversion software license • Windows software license • State Data Center Hosting Cost Software allows for efficient transfer of data from UNIX to SQL and to provide for hosting of data staging area at the State Data Center.	$191,286 • Maintenance for hardware • Maintenance for software licenses	$0
Other	$0	$0	$0
Training Stipends	$0	$0	$0

Tasks to be completed with this funding

	Outcome | Tasks	Owner	Duration (Months)	Start	Finish
5.4	Migrate SBCTC data systems from COBOL to SQL environment	SBCTC	18	7/1/2010	12/30/2011
5.4.1	SBCTC data staging area				
5.4.2	System requirements definition		4	7/1/2010	11/1/2010
5.4.3	Analysis- processes to extract and load data staging areas		3	12/1/2010	4/1/2011
5.4.4	Conceptual design and validation		2	4/1/2011	6/1/2011
5.4.5	Extract and load processes detail design		4	6/1/2011	10/1/2011
5.4.6	Data staging area detail design		4	6/1/2011	10/1/2011
5.4.7	Hardware/software installation		3	9/1/2010	1/1/2011
5.4.8	Development and testing data staging area/SQL 2008		3	10/1/2011	1/1/2012
5.4.9	Development and testing data extract processes		6	10/1/2011	4/1/2012
5.4.10	Solution implementation		2	4/1/2012	6/1/2012

What does the funding produce?

- A data staging area to extract college data from the legacy systems and load into a college longitudinal database for automating data base interoperability among all 34 colleges, the SBCTC, other educational sectors, and the ESP-20 Data Warehouse to meet research and reporting needs of the state and DOE.
- Recommendations as to the feasibility of implementing a Unique Student Identifier with associated data to enable longitudinal tracking of students within the Community and Technical College system.

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #4: The capacity to communicate with higher education data systems.

Required Element #11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

5.5 Workforce Training and Education Coordinating Board (WTECB) Data System Enhancements

The Workforce Training and Education Coordinating Board (WTECB) is the only state agency that collects records of individual participation in several types of workforce education and training, including state-licensed private career schools and non-credit workforce programs at higher education institutions. A secure but non-dedicated FTP site has been used for transmission of participant records for several years. The quality and efficiency of this data collection could be improved through use of a dedicated site with data quality and usability improvements based on several years of experience.

The present practice of using generic FTP file transfer for training providers for submitting participant records does not allow for any interface with previously submitted records. Therefore, providers must re-enter records for continuing students, and have no efficient method to conduct comparisons with prior records as a quality control check. This enhancement will add improved functionality to existing web-based systems used in communicating with training providers participating in Private Vocational Schools (PVS) and Eligible Training Providers (ETP) systems to facilitate uploading and validating participant records, including ability to compare with prior records and to update rather than re-enter records for continuing students.

Costs by Year

		Year 1	Year 2	Year 3	Total
5.5	WTECB data system	$58,174	$29,646	$0	$87,820

Costs by Category (Totals may not add due to rounding.)

1.	Personnel	$0
2.	Fringe Benefits	0
3.	Travel	4,042
4.	Equipment	3,480
5.	Supplies	3,739
6.	Contractual	71,525
7.	Construction	0
8.	Other	0
9.	**Total Direct Costs**	**$82,786**
10.	Indirect Costs	5,034
11.	Training Stipends	0
12.	**Total Costs**	**$87,820**

What does the funding buy?

Personnel

No new staff will be hired with this funding and WTECB staff will provide in-kind oversight of this project.

Consultants

No consultant work is anticipated for this individual project.

Contracts for work

An IT contractor will develop secure web pages for workforce education providers to use in submitting and reviewing participant records, and implement secure access to a database of each provider's previously submitted participant records.

	Year 1	**Year 2***	**Year 3***
ITPS Contractor	$25,000 225 hours at $110 per hour	$4,084 36 hours at $112 per hour	$0

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Justification of other costs by project year

Category	Year 1	Year 2*	Year 3*
Travel	$2,000	$2,042	$0
	To meet with providers who will help implement and evaluate new functionality		
Equipment	$3,000 Hardware to host a secure, accessible database in a segregated environment	$0	$0
Supplies	$2,500 Software associated with a secure, accessible database in a segregated environment	$511 Software maintenance	$0
Other	$0	$0	$0
Training Stipends	$0	$0	$0

*Includes inflation (Consumer Price Index (CPI) for Seattle)

Tasks to be completed with this funding

	Outcome | Tasks	Party Resp.	Duration (Months)	Start	Finish
5.5	WTECB Source System Enhancement	WTECB	18	7/1/2010	12/31/2011
5.5.1	Develop Performance & Procurement Specifications		2	7/1/2010	9/1/2010
5.5.2	Select Contractor & Finalize Contract		2	9/1/2010	11/1/2010
5.5.3	Develop additional secure web pages and database		6	11/1/2010	5/1/2011
5.5.4	Test		1	5/1/2011	6/1/2011
5.5.5	Revise and implement		1	6/1/2011	6/30/2011
5.5.6	Monitor and tune performance		6	7/1/2011	12/31/2011

What does the funding produce?

- Secure web pages through which private career schools and other workforce training providers can submit participant records
- Access to previously submitted student records in order to update records of continuing students
- Ability to compare current to historical records for quality control purposes

Required data system capabilities and elements met by this outcome

Required Capability #1: Enables States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

Required Capability #2: Facilitates and enables the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice.

Required Element #2: Student-level enrollment, demographic, and program participation information.

Required Element #3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Required element #12: Other information necessary to address alignment and adequate preparation for student success in postsecondary education.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Washington State SLEDS ED 524 Section C Spreadsheet** Pages: **6** Uploaded File: **W:\ARRA\Application\toKathleen\Section C.pdf**

Section C: Budget Information (Detail)

		Project Year 1			Project Year 2		Project Year 3		Total
		FTE	Salary		FTE		FTE		
1.	**Personnel**	**19.07**		**$1,523,672**	**22.77**	**$1,863,340**	**19.37**	**$1,629,420**	**$5,016,432**
	Grant Administrator	1.00	$75,000	$75,000	1.00	$76,575	1.00	$78,107	$229,682
	Data Governance Manager	1.00	$85,000	$85,000	1.00	$86,785	1.00	$88,521	$260,306
	Education Analysts	0.25	$75,000	$18,750	0.25	$19,144	0.25	$19,527	$57,421
	Senior Analysts	4.00	$85,000	$340,000	4.00	$347,140	4.00	$354,083	$1,041,223
	Project Director/Research Mgr	1.00	$88,128	$88,128	1.00	$89,979	1.00	$91,778	$269,885
	Programmer/Stat Analysis	0.50	$85,392	$42,696	1.00	$87,185	1.00	$88,929	$218,810
	Senior Research Manager	0.40	$89,892	$35,957	0.25	$22,945	0.25	$23,404	$82,306
	Communication Specialist	0.17	$48,341	$8,218	0.17	$8,391	0.17	$8,558	$25,167
	Administrative Assistant	0.20	$47,015	$9,403	0.20	$9,600	0.20	$9,792	$28,795
	Research Analyst	0.25	$84,000	$21,000	0.00	$0	0.00	$0	$21,000
	Senior Data Analysts	3.00	$85,000	$255,000	3.00	$260,355	3.00	$265,562	$780,917
	Application Developers	0.80	$60,000	$48,000	0.90	$55,134	1.00	$62,485	$165,619
	Project Manager	0.00	$92,000	$0	0.50	$46,966	0.50	$47,905	$94,871
	Application Developer Lead	0.00	$90,000	$0	0.25	$22,973	0.25	$23,432	$46,405
	Application Developer - OFM	0.00	$80,000	$0	1.00	$81,680	1.00	$83,314	$164,994
	Product Consultant	0.00	$75,000	$0	0.50	$38,288	0.50	$39,053	$77,341
	Data Administrator	0.00	$85,000	$0	0.25	$21,696	0.25	$22,130	$43,826
	Tester	0.00	$80,000	$0	1.00	$81,680	1.00	$83,314	$164,994
	Application Developer - HECB	1.00	$72,000	$72,000	1.00	$73,512	0.00	$0	$145,512
	Policy Analyst	1.00	$72,000	$72,000	1.00	$73,512	0.00	$0	$145,512
	Application Developers - DEL	2.00	$79,000	$158,000	2.00	$161,318	2.00	$164,544	$483,862
	Database Systems Administrator	1.00	$72,000	$72,000	1.00	$73,512	1.00	$74,982	$220,494
	Data Architect/Database Administrator	1.50	$81,680	$122,520	1.50	$124,970	0.00	$0	$247,490

		Project Year 1	Project Year 2	Project Year 3	Total
2.	**Fringe Benefits**	**$457,101**	**$559,006**	**$488,826**	**$1,504,933**
	Grant Administrator	$22,500	$22,973	$23,432	$68,905
	Data Governance Manager	$25,500	$26,036	$26,556	$78,092
	Education Analysts	$5,625	$5,743	$5,858	$17,226
	Senior Analysts	$102,000	$104,142	$106,225	$312,367
	Project Director/Research Mgr	$26,438	$26,994	$27,533	$80,965
	Programmer/Stat Analysis	$12,809	$26,156	$26,679	$65,644
	Senior Research Manager	$10,787	$6,884	$7,021	$24,692
	Communication Specialist	$2,465	$2,517	$2,567	$7,549
	Administrative Assistant	$2,821	$2,880	$2,938	$8,639
	Research Analyst	$6,300	$0	$0	$6,300
	Senior Data Analysts	$76,500	$78,107	$79,669	$234,276
	Application Developers	$14,400	$16,540	$18,745	$49,685
	Project Manager	$0	$14,090	$14,372	$28,462
	Application Developer Lead	$0	$6,892	$7,030	$13,922
	Application Developer - OFM	$0	$24,504	$24,994	$49,498
	Product Consultant	$0	$11,487	$11,716	$23,203
	Data Administrator	$0	$6,509	$6,639	$13,148
	Tester	$0	$24,504	$24,994	$49,498
	Application Developer - HECB	$21,600	$22,054	$0	$43,654
	Policy Analyst	$21,600	$22,054	$0	$43,654
	Application Developers - DEL	$47,400	$48,395	$49,363	$145,158
	Database Systems Administrator	$21,600	$22,054	$22,495	$66,149
	Data Architect/Database Administrator	$36,756	$37,491	$0	$74,247

		Project Year 1	Project Year 2	Project Year 3	Total
3.	**Travel**	**$39,820**	**$39,881**	**$38,470**	**$118,171**
	Meet with partners, DC 2-day meetings	$7,000	$7,147	$7,290	$21,437
	Outreach meetings, conferences within state	$10,000	$9,802	$9,999	$29,801
	Professional meetings	$9,420	$9,863	$9,934	$9,217
	5.1 In-state travel meet w partners	$600			$600
	5.3 Onsite visits	$10,800	$11,027	$11,247	$33,074
	5.5 Meet with providers	$2,000	$2,042		$4,042
4.	**Equipment**	**$1,041,994**	**$105,161**	**$2,573**	**$1,149,728**
	workstation-1	$18,800			$18,800
	workstation-2	$35,005	$2,573	$2,573	$40,151
	workstation-3	$33,200	$24,000		$57,200
	workstation-4	$12,800			$12,800
	workstation-5 (overall)	$2,400			$2,400
	workstation-5.1	$2,000	$28,588		$30,588
	workstation-5.2	$16,000			$16,000
	workstation-5.3	$37,125			$37,125
	workstation-5.4	$4,000			$4,000
	Development DL585 SQL Server	$15,000			$15,000
	Production DL585 SQL Server	$15,000			$15,000
	5 TB Storage	$65,000			$65,000
	2 SIF Zone integration servers		$50,000		$50,000
	SAN and 5 servers	$120,000			$120,000
	HP-UX blade unit +tax	$271,250			$271,250
	HP-SAN expansion +tax	$162,750			$162,750
	Windows SQL Server gear +tax	$174,414			$174,414
	Network HW Enterprise +tax	$54,250			$54,250
	Hardware to host secure database	$3,000			$3,000

		Project Year 1	Project Year 2	Project Year 3	Total
5.	**Supplies**	**$683,721**	**$1,097,593**	**$345,131**	**$2,126,445**
	software and office supplies-1	$14,100	$14,396	$14,685	$43,181
	software and office supplies-2	$46,257	$49,459	$50,448	$146,164
	SQL Server licenses	$40,000			$40,000
	Sybase modeling software	$14,990			$14,990
	Sybase software support	$6,746	$6,746	$6,746	$20,238
	software and office supplies-3	$24,900	$45,332	$46,240	$116,472
	Hardware maintenance-3	$4,800	$10,800	$10,800	$26,400
	SIF zone integration licenses		$700,000	$145,000	$845,000
	software and office supplies-4	$9,720	$9,862	$13,123	$32,705
	overall 5	$1,800	$1,838	$1,875	$5,513
	software and office supplies-5.1	$1,500	$21,441	$21,870	$44,811
	software and office supplies-5.2	$12,000	$12,252	$0	$24,252
	software and office supplies-5.3	$37,658	$33,670	$34,344	$105,672
	software and office supplies-5.4	$12,000	$12,252	$0	$24,252
	UNIX to SQL Conversion Software license	$271,250	$55,390	$0	$326,640
	Windows software license	$108,500	$22,156	$0	$130,656
	Maintenance for hardware		$101,488	$0	$101,488
	State Data Center Hosting	$75,000			$75,000
	software and office supplies-5.5	$2,500	$511	$0	$3,011

		Project Year 1			Project Year 2		Project Year 3		Total
6.	**Contractual (1 FTE=2,000 hrs)**	**FTE**	**$ / hr**	**$1,701,000**	**FTE**	**$2,272,937**	**FTE**	**$2,204,374**	**$6,178,311**
	Program Manager	1.00	$175	$350,000	1.00	$357,350	1.00	$364,497	$1,071,847
	Project Managers	2.00	$125	$500,000	2.00	$510,500	1.50	$390,534	$1,401,034
	ETL Developers	0.00	$125	$0	2.00	$510,500	2.00	$520,710	$1,031,210
	Sr Data Administrator	1.00	$100	$200,000	1.00	$204,200	1.00	$208,284	$612,484
	Tester	0.00	$100	$0	1.00	$204,200	1.00	$208,284	$412,484
	Data Architect	1.00	$100	$200,000	1.00	$204,200	1.00	$208,284	$612,484
	ITPS Contractor	225 hrs	$111	$25,000	36 hrs	$4,084			$29,084
	Feasibility Study-Data Warehouse			$200,000					$200,000
	Quality Assurance Assessments			$91,000		$92,000		$92,000	$275,000
	Indep. Verification & Validation			$92,000		$92,000		$92,000	$276,000
	SIF Mapper					$50,000			$50,000
	National Student Clearinghouse			$43,000		$43,903		$44,781	$131,684
	Feasibility Study-SBCTC			$0		$0		$75,000	$75,000

		Project Year 1	Project Year 2	Project Year 3	Total
7.	**Construction**	**$0**	**$0**	**$0**	**$0**
8.	**Other**	**$0**	**$0**	**$0**	**$0**
9.	**Total Direct Costs**	**$5,447,308**	**$5,937,918**	**$4,708,794**	**$16,094,020**
10.	**Indirect Costs**	**$416,250**	**$413,443**	**$292,013**	**$1,121,706**
	Outcome 1: Data Governance	$33,845	$32,416	$32,966	$99,227
	Outcome 2: Research/Reporting	$85,028	$84,665	$86,253	$255,946
	Outcome 3: Data Warehouse	$56,932	$49,457	$47,614	$154,003
	Outcome 4: Interoperability	$22,354	$102,217	$38,219	$162,790
	Outcome 5: Source Systems	$218,091	$144,688	$86,961	$449,740

		Project Year 1	Project Year 2	Project Year 3	Total
11.	**Training Stipends**	**$52,500**	**$45,526**	**$28,119**	**$126,145**
	FERPA, HIPAA, Data sharing training	$2,000	$2,042	$2,083	$6,125
	Programming and analysis training	$8,500	$8,168	$8,331	$24,999
	Sybase Modeling software training	$15,000			$15,000
	SQL Server Integration Services	$10,000			$10,000
	SOA training	$2,000	$20,000	$2,083	$24,083
	DW, BI training	$15,000	$15,316	$15,622	$45,938
12.	**Total Costs**	**$5,916,058**	**$6,396,887**	**$5,028,926**	**$17,341,871**