

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120032

Grants.gov Tracking#: GRANT11026493

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

12/15/2011

4. Applicant Identifier:

DC OSSE

5a. Federal Entity Identifier:

US Department of Education

5b. Federal Award Identifier:

CFDA 84.372

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

DC Office of the State Superintendent of Education

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

536001131

* c. Organizational DUNS:

6038936570000

d. Address:

* Street1:

810 First St. NE

Street2:

* City:

Washington

County/Parish:

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20002-4227

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

* First Name:

William

Middle Name:

* Last Name:

Henderson

Suffix:

Title:

Postsec & Career Readiness Program Mgr

Organizational Affiliation:

* Telephone Number:

202-481-3951

Fax Number:

* Email:

william.henderson@dc.gov

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

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

D.C. Office of the State Superintendent of Education P-20W Statewide Longitudinal Education Data (SLED) System

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="4,000,000.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tami Garcia</p>	<p>* TITLE</p> <p>Postsec & Career Readiness Program Mgr</p>
<p>* APPLICANT ORGANIZATION</p> <p>DC Office of the State Superintendent of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: DC Office of the State Superintendent of Education

* Street 1: 810 First St. NE Street 2: _____

* City: Washington State: DC: District of Columbia Zip: 20002

Congressional District, if known: N/A

6. * Federal Department/Agency: Institute of Education Sciences	7. * Federal Program Name/Description: Statewide Data Systems
	CFDA Number, if applicable: 84.372

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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 the 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.

* Signature: Tami Garcia

* Name: Prefix Mr. _____ * First Name William _____ Middle Name _____
* Last Name Henderson _____ Suffix _____

Title: Postsec & Career Readiness Program Mgr Telephone No.: _____ Date: 12/15/2011

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

*** APPLICANT'S ORGANIZATION**

DC Office of the State Superintendent of Education

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

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

* Last Name: Henderson Suffix:

* Title: Postsec & Career Readiness Program Mgr

*** SIGNATURE:** Tami Garcia

*** DATE:** 12/15/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	William		Henderson	

Address:

* Street1:	810 First ST. NE
Street2:	
* City:	Washington
County:	
* State:	DC: District of Columbia
* Zip Code:	20002
* Country:	USA: UNITED STATES

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

202-481-3951	
--------------	--

Email Address:

william.henderson@dc.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Narrative Abstract Statewide Longitudinal Data Systems (SLDS) District of Columbia Postsecondary and Workforce (P-20W) System Proposal

The District of Columbia State Longitudinal Data System (SLDS) proposal has been designed to answer the following six critical questions identified by the Office of the State Superintendent of Education (OSSE), postsecondary and workforce partnership focus groups:

1. What length of time does it take for graduation and completion by program?
2. What percentage of high school graduates end up in developmental classes?
3. What is the transfer rate out of postsecondary to other institutions?
4. What is the transition rate of students who leave postsecondary for the workforce?
5. What is the persistence rate for postsecondary and workforce students?
6. What are the postsecondary and workforce training graduation rates?

The Office of the State Superintendent of Education (OSSE) in partnership with postsecondary and workforce institutions as well as external evaluators seeks through this proposal to implement the following nine specific deliverables to answer the above six questions to create a data and data analytics system P-20W:

1. The first deliverable proposes to use SLDS grant funds to complete tasks, and a timeline designed to link the existing P-12 SLED to the proposed postsecondary and workforce legacy databases creating P-20W SLED;
2. The second deliverable proposes to use SLDS grant funds to complete tasks, and a timeline designed to implement an Early Warning Indicator System;
3. The third deliverable will be to enhance the P-12 SLED data quality error reporting for the P-20W SLED to ensure data integrity.
4. The fourth deliverable generated by this proposal is to have the proposed data system reviewed and analyzed monthly by the OSSE and the external evaluator (AIR) to support continuous improvement;
5. The fifth deliverable will be to use SLDS funding to support OSSE and the key stakeholder institutions to partner and create P-12 feedback reports;
6. The sixth deliverable will provide consumer information feedback reports;
7. The seventh deliverable will be the P-20W SLED providing feedback reports to postsecondary and workforce institutions.
8. The eighth deliverable will address the confidentiality of student data consistent with federal FERPA requirements; and
9. The ninth deliverable will address the need to develop a clearly articulated project management and governance structure.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

District of Columbia
Office of the State Superintendent of Education (OSSE)
Statewide Longitudinal Data Systems (SLDS)
P-20W SLED Postsecondary and Workforce
Project Narrative

I. Need For The Project:

The District of Columbia Public School's graduation rate has historically been below the national average. More disturbing is the fact that 96 percent of high school graduates from the District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS) are currently in at least one non-credit developmental course (Reading, Writing, or Math). Research from the Lumina Foundation funded Achieving the Dream project has found that urban community colleges only graduate 46 percent of high school graduates who do not require any developmental education course within eight years of enrollment. Further, of those who need at least one developmental course, this number falls to a graduation rate of 28 percent within eight years of enrollment. Finally, data on entrance into the workforce is based mostly on low samples of self-reporting.

Understanding the data characteristics of postsecondary and workforce students using analytics backed up by hard data can support better decisions as to what practices lead to more positive student outcomes. Such a comprehensive and secure data system which ensures the integrity of the underlying data is a critical need in the District of Columbia. Such a data warehouse with associated analytics is critical to supporting a continuous improvement decision making process on policy from the instructor level to the legislative level.

Across this array of legacy systems and those in development, there are silos of information and distinct reporting structures that do not interface nor provide an accurate picture of the overall status of young people in our publicly-supported institutions of higher learning and community based organizations over time. As a result, a critical need in what might appear to be a data-rich environment, the District of Columbia faces an information-poor reality. Amidst this array of data systems, the District of Columbia continues to lack a comprehensive data system that follows a student through postsecondary education into and through the workforce.

The Office of the State Superintendent of Education (OSSE), which is the District of Columbia's State Education Agency (SEA), has been in the process of implementing a pre-kindergarten – 12th grade (P-12) Statewide Longitudinal Education Data (SLED) system over the past three years. This is a systemic attempt to address these critical data and data analytic issues facing the P-12 District of Columbia educational system. *The P-12 SLED system is proposed to become the pre-kindergarten through postsecondary and workforce (P-20W) SLED system.* The P-20W SLED system will be the main repository of current and historical education data relating to students and educators in publicly funded schools in the District of Columbia. The SLED solution, which has already captured student data back to 2000, is intended to enable the sharing of critical information spanning a student's lifelong public education experience in District of

Columbia, from Pre-Kindergarten through Grade 12, post-secondary education, adult education and culminating in employment.

The primary objectives of the P-20W SLED system will be to enable improved tracking of student mobility and growth over a student's entire lifespan in the District of Columbia public education institutions and agencies (e.g. LEAs, colleges, universities, workforce training CBOs, early childhood CBOs, college access CBOs), and to provide the data needed for better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment.

Under this proposal postsecondary and workforce data systems would be integrated with the current P-12 SLED system. This integration of data systems will address the State's currently unmet need to link key postsecondary education and workforce outcome data points to support a systemic Pre-Kindergarten–grade 20 and the workplace transition (P-20W). This integration will also promote a continuous improvement process with analytics to be managed by OSSE along with its key postsecondary and workforce stakeholder institutions through the to be developed data governance process. This proposal would include important external evaluation support from the American Institute for Research (AIR) to identify and address the six questions posed in this proposal and identify new questions to be asked. This will give OSSE and its key institutional stakeholders a focus on sound data analytics to best use the data to address how to improve student outcome. This system linking the P-12 SLED system and the postsecondary and workforce legacy databases will create a much needed comprehensive P-20W data system.

As a lead up to this SLDS application OSSE set up a series of focus groups with postsecondary institutions, workforce providers, community based organizations and consumer interests to understand what critical questions they want answered if a P-20W integrated data system with associated analytics were created. OSSE also consulted with the proposed external evaluator American Institute for Research (AIR) for their perspective on the important questions to be answered by this SLDS application. This diverse advisory group proposed the following six critical questions identified to address the need to make continuous improvement decisions P-20W to help improve student outcomes using hard data and data analytics:

1. What length of time does it take for graduation and completion by program?
2. What percentage of high school graduates end up in developmental classes?
3. What is the transfer rate out of postsecondary to other postsecondary institutions?
4. What is the transition rate of students who leave postsecondary for the workforce?
5. What is the persistence rate for postsecondary and workforce students?
6. What are the postsecondary and workforce training program graduation and completion rates?

The OSSE along with the external evaluator (AIR) will work closely with the OSSE, postsecondary and workforce advisory to identify the next steps in identifying additional critical questions needed to be answered by this proposal by conducting a second stakeholder needs assessment. OSSE will engage stakeholders to do three things:

1. Uncover additional needs for information that the system will then be designed to address;
2. Refine the data solutions by interviewing early users to uncover strengths and weaknesses and unintended consequences in the system as it is rolled out;
3. Work with users to identify next steps in creating a maximally useful and useable system.

While the current P-12 SLED system implemented to date is a great start, it is clear to all key institutional stakeholders that the District of Columbia will not be able to get the answers to the questions above unless it can also link up data from postsecondary and the workforce providers as well as student employment following postsecondary. In order to make this integrated system work, the OSSE, postsecondary and workforce focus group helped outline nine goals based on the needs outlined above to address to get the necessary data and data analytics to answer the required six questions identified above and any additional questions identified in the future. The nine goals identified by the focus group are as follows:

The first goal of the proposal based on the OSSE, postsecondary and workforce advisory input will be to address the need for answers to connect with common student identifiers the current P-12 SLED system to the diverse postsecondary and workforce student data systems to create a P-20W integrated system to catalogue the data needed to answer the above six questions and any other questions which surface during the three year implementation of this proposal. This goal will entail the need to build out the District of Columbia SLED system from a P-12 data system to a P-20W data system. This goal needs to include but not be limited to the following America Competes Act (See Appendix A, Figure 1) postsecondary and workforce adult education data elements:

1. Unique student identifier P-20W;
2. Student level enrollment, demographic and program participation information;
3. Student level exit, transfer, dropout, or continuation to postsecondary institution information;
4. Ability to communicate with postsecondary data systems;
5. State data audit system assessing data quality, validity, and reliability;
6. Yearly individual student test records;
7. Information on students not tested by grade and by subject;
8. Teacher identifier with ability to match teachers to students;
9. Student level transcript information to include courses completed and grades earned;
10. Student level college readiness test scores;
11. Data on student transitions to secondary to postsecondary including information on remedial coursework; and
12. Additional data necessary to address preparation/alignment for student success in postsecondary education.

The second goal of the proposal based on the OSSE, postsecondary and workforce advisory input will be to address the need for early warning indicators to identify students at risk of failure

at any point along the P-20W spectrum. Key institutional stakeholders have expressed the need for a full set of data indicators on academic persistence and performance will be gathered from the linked P-20W SLED. An additional need is for a research effort that will analyze the connections between events, student characteristics, and academic performance (e.g. truancy, mobility, course completion).

This will be done by emphasizing early warning indicators in a priority research focus utilizing P-20W SLED data and collaborating with research institutions to ensure analysis of risk factors identified by the District of Columbia's P-20W data. Several models of early warning indicators will be produced for testing under this proposal. The refined models need to be made available to all stakeholders through the P-20W SLED dashboards and reports.

The OSSE (SEA) needs to engage stakeholders in the process of the early warning indicator development, which will:

1. Inform policymakers on the results of these efforts;
2. Collaborate with stakeholders and pilot schools to develop training materials; and
3. Ensure a support system is available for educators with assistance on how to utilize the early warning indicators.

This will help ensure sustainability in the utilization of the early warning indicators long after the grant is completed and therefore raise student outcomes in perpetuity.

The third goal based on the OSSE, postsecondary and workforce advisory input will be the need to develop a system and process to ensure the integrity of the data. A system of data review will be developed and implemented by the Project Director, OSSE's Director of Data Management and the planned data governance team. Once this system is in place each significant key stakeholder postsecondary and workforce institution, will receive daily data error reports (i.e. missing demographic or other America COMPETES Act data elements).

This goal is critical to the execution of this grant proposal. Only complete high quality data will ensure accurate and substantive analytics as the project looks to see which educational practices are working and which are not. Based on this data the six basic analytic questions being asked above and whatever new questions that are identified by the external evaluator (AIR), key stakeholder institutions and policy makers can address.

The fourth goal based on the OSSE, postsecondary and workforce advisory input will be to address the need to use analytics with hard student outcome data from P-12, postsecondary and workforce to support continuous improvement to improve student outcomes. Consistent with the America Competes Act (Appendix A Figure 1), funds from this SLDS proposal will be used to fund the analysis of data drawn from public schools, public charter schools and their respective P-12 teachers from postsecondary and workforce data sent through governance protocols (See Appendix A Figure 6 -10 Governance Logic Models). The SLED system needs to yield important information effective at achieving changes in institutional and legislative policy regarding the following key institutional stakeholder identified issues:

1. High School graduation rates;
2. Rates of enrollment into a two year, four year and adult career and technical education or literacy workforce postsecondary programs;
3. Rates of postsecondary education persistence and graduation;
4. Rates of placement of students following high school graduation into non-credit and credit bearing developmental courses at the postsecondary level;
5. Rates of high school students enrolling in college who achieve minimum cut scores on Accuplacer exams in writing, reading and math;
6. Graduation rates by multiple demographic categories including race, ethnicity, and gender;
7. Rates of students participating in non-traditional Career and Technical Education (CTE) opportunities;
8. Rates of student participation in the workforce following separation from education;
9. Rates of pay for students entering and continuing in the workforce; and
10. Correlation of CTE training area and employment title.

By developing a comprehensive P-20W SLED system it will be clear to decision-makers as to which community based organizations, schools, teachers, postsecondary and workforce readiness programs are effective and which are less effective. The P-20W SLED data, dashboards and reports will be used by OSSE, District of Columbia Public Schools, District of Columbia public charter schools, District of Columbia Public Charter School Board, postsecondary partners and workforce training partners. This will support educational decision-making at multiple levels of the educational spectrum in the District of Columbia. This SLDS proposal would make this data available to all District of Columbia educational and workforce training agencies.

The fifth goal of this proposal based on the OSSE, postsecondary and workforce advisory input will be to address the need to use SLDS funding to support OSSE and the key postsecondary and workforce stakeholder institutions to partner and address the critical need to create P-12 feedback reports based on federal requirements and key stakeholder requests from the District wide P-20W OSSE State Longitudinal Education Database Warehouse. These feedback reports to the District of Columbia Public Schools and Public Charter Schools which will inform secondary institutions on the success of their former students in postsecondary education and workforce, are needed to promote a continuous improvement process that identifies best practices to better prepare current and future students for long term success.

The fifth goal will also include the development and implementation of the proposed P-20W data as well as re-assigning an SLDS funded Project Director. This position will be important in coordinating the process and governance as part of the creation of a systemic feedback that will support answering the six core questions developed by the OSSE led focus groups as well as new questions that arise as a result of new issues as identified by the American Institute for Research (AIR) the grant funded external evaluator.

The sixth goal of this proposal based on the OSSE, postsecondary and workforce advisory input will be the need to develop a process to support continuous improvement of P-20W educational systems. This will include the need to provide consumer information feedback on past and

current performance of postsecondary institutions to assist current and future students and their parents in making informed choices about enrolling in postsecondary institutions.

All of this information needs to be made available through the OSSE website. The website needs to generate a set of potential paths to the future providing information such as likely colleges, majors, expenditures, probability of success, likely workforce placement and rewards, through our DC OneApp system. Another data display is also envisioned that will profile successive waves of high school graduates and early leavers in terms of their success in college, workforce, military, pay rates.

The seventh goal of this proposal based on the OSSE, postsecondary and workforce advisory input will be the need for the P-20W SLED system to provide postsecondary and workforce outcomes based feedback reports which will help address the OSSE, postsecondary and workforce focus group identification of the need for:

1. System transfer and completion reports on students who leave their institutions before graduating to transfer to another institution or enter the workforce;
2. Postsecondary feedback reports on students who transfer and the performance of transfer students in their new institutions;
3. Job placement reports to provide information on graduates entry into the workforce as well as on related and unrelated fields in which graduates are employed and their earnings;
4. Provide useful information to High Schools and Local Education Agencies (LEA) to inform curriculum aligned with postsecondary entrance requirements;
5. Provide reports to high schools and LEAs regarding student progress in postsecondary;
6. Inform the State Board of Education as they increase graduation requirements and curriculum standards; and
7. Inform and shape our P-20W SLED governance, policy and implementation.

The high school postsecondary and career readiness feedback reports need to be available to all key institutional stakeholders invested in increasing student achievement to prepare students for college and career success.

The eighth goal based on the OSSE, postsecondary and workforce advisory input will be to address the need to focus on the protection of the privacy and confidentiality of individual student and teacher information consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other privacy rules. OSSE has the authority to collect postsecondary data through a signed release form from every student and parent. The District of Columbia OSSE, postsecondary, workforce partnership proposal will utilize a unique student identifier that will be generated by OSSE. Data, reports and associated analytics which are shared will adhere to the governance and management of data outlined in this proposal consistent with FERPA.

The ninth goal based on the OSSE, postsecondary and workforce advisory input will be to address the need to develop an OSSE, postsecondary and workforce partnership SLED

governance structure that clearly articulates what data will be accessible to whom and for what purpose. This governance structure will also define the process for sharing data and determining analytic needs of key stakeholder institutions (See Governance Structure Logic Model Figure 6 - 10 in Appendix A). By making clear to all stakeholders what data will be accessible to each respective stakeholder there will be no confusion as to process and requirements in the development of this P-20W system. Through this proposal there will be no confusion in the District as to how the data can and will be used to address the need for data accessibility.

By addressing the above nine goals based on the identified key institutional stakeholder needs for data and data analytics will be addressed through nine deliverables and tasks to support each deliverable. Implementing this vision for data with integrity, security, and consensus analytics will allow for answers to the six critical need questions generated by the key stakeholder institutions. The system as designed will also allow for the flexibility to address other student and institution performance questions that are identified by the external evaluator or the key stakeholders as part of this three year effort. With this process in place the postsecondary and workforce linkage to the P-12 educational system student data will benefit from this expansion of the District of Columbia SLED system implementation to allow for better assessment of the strategies that lead to positive student outcomes.

II. Project Deliverables Related to System Requirements and Implementation:

As stated in the “Need for the Project” section above the proposed District of Columbia SLDS application will answer these six critical questions stated earlier:

1. What length of time does it take for graduation and completion by program?
2. What percentage of high school graduates end up in developmental classes?
3. What is the transfer rate out of postsecondary to other postsecondary institutions?
4. What is the transition rate of students who leave postsecondary for the workforce?
5. What is the persistence rate for postsecondary and workforce students?
6. What are the postsecondary and workforce training program graduation and completion rates?

The OSSE, postsecondary and workforce system partnership have developed nine deliverables to address the nine goals. These deliverables are designed with action items (tasks) and connects to specific budget items to meet end-user and key stakeholder needs such as reporting and analytic tools. Deliverables are proposed to include, but not be limited to, the following:

Deliverable 1: The need to integrate the current P-12 SLED system to the postsecondary and workforce legacy student database systems to create a P-20W SLED

The first deliverable proposes to use SLDS grant funds to complete tasks designed to link the existing P-12 SLED system to the postsecondary and workforce legacy databases creating a P-20W SLED system. This will create a seamless system anchored on common unique student and

teacher identifiers (See Appendix A Figure 3 Enterprise Wide Architecture Logic-Model). Periodic reports based on data from Banner and Workforce AspirePath, OSSE Literacy Adult Community Education System (LACES), unemployment insurance data from Department of Employment Services and Francis-Jacob Institute, and Postsecondary online financial aid data system (DC OneApp) will be developed.

The system will use the Integrated Postsecondary Education Data System (IPEDS) which utilizes a collection of postsecondary-related terms. This interoperability will allow for seamless dissemination of IPEDS data with the proposed P-20W SLED system and vice versa.

The OSSE postsecondary workforce proposal will seamlessly link all P-12 legacy systems and postsecondary systems to the proposed P-20W SLED system. Under the existing SLDS grant OSSE currently has included data from DC STARS (DC Public Schools Student Information Management System), EasyIEP (OSSEs source system for special education data), and ProActive (DC Public Charter School Board student information system for all DC charter schools) solutions and DC OneApp to get enrollment, demographics, and special education information on all publicly funded P-12 students. The following is a summary of existing secondary, postsecondary and workforce legacy systems and data initiatives in place across the District of Columbia that will seamlessly link to the new proposed P-20W SLED system with its built in reporting and analytics capabilities:

1. DC STARS student information system for District of Columbia Public Schools contains demographic and personal information on students with course enrollment, and attendance data;
2. EasyIEP the system of record for all publicly funded P-12 special education records in the District;
3. Proactive is the student information system for the Public Charter Schools, to report attendance and enrollment;
4. DC OneApp is an online postsecondary grant aid data system that manages student mobility and disperses funding support District students entering postsecondary education;
5. The State Office of Career and Technical Education (CTE) working in partnership with the postsecondary CTE administrator at the University of the District of Columbia Community College and the Francis Jacob Institute in Baltimore, Maryland has implemented and executed an MOU that allows for a Secure Form Transfer Protocol (sFTP) to access Unemployment Insurance Wage Data and FEDES Wage Data electronic follow-up system consistent with FERPA regulations, much like those of Florida and Texas. This workforce tracking system covers five states (Virginia, Maryland, Delaware, West Virginia, Pennsylvania and the District of Columbia and allows for tracking the movement of District of Columbia students into and through postsecondary and workforce education and into the labor market;
6. AspirePath is the student database used to collect and report on adult literacy students at the University of the District of Columbia Community College. AspirePath features include the production of all special reports required by the federal government and a tie in to the data from the Unemployment Insurance Wage and FEDES Wage data; and

6. The Banner student database used by the University of the District of Columbia, the University of the District of Columbia Community College and many of the Institutions of Higher Education .

The OSSE District of Columbia P-20W SLDS data system will ensure the integrity, security, and quality of data. The planning and training of stakeholders in procedures for monitoring the accuracy of the information will be developed in partnership with the University of the District of Columbia (UDC), the University of the District of Columbia Community College (UDCCC) and the Workforce Development Program Division (UDCCCWDP). Other partners will include community based workforce organizations, Department of employment services, other District of Columbia agencies, and other entities that contribute data to the system.

The tasks necessary to implement this first deliverable will be as follows:

1. Project kickoff with stakeholders about the SLED system;
2. Requirements gathering on all data elements which will be entered from each respective institutional database into SLED. Maintain quality standards for each data element transmitted to SLED;
3. Organization change management, communication, training, professional development plan implementation meetings to be scheduled;
4. Policy development of procedures and protocols on sending data from key institutional stakeholders to the SLED daily;
5. Integration Memorandum of Understanding (MOU) with all participating postsecondary and workforce proposed P-20W SLED key stakeholders;
6. Develop the P-20W SLED system with enterprise wide architecture (See Appendix A Figure 4 & 5) integrating the existing P-12 SLED with system interoperability;
7. Testing the P-20W SLED system for enterprise wide application and interoperability;
8. User acceptance testing to observe key stakeholder interoperability, data integrity and quality to insure that every institution has all relevant data fields complete in the proposed P-20W SLED;
9. Production implementation of the proposed P-20W SLED system to be coordinated by the OSSE Project Manager; and
10. Train all key stakeholders on the use of the proposed P-20W SLED system data tools and products.

The America COMPETES Act required common data elements are listed in Appendix A Figure 1 and were developed through extensive focus groups of key stakeholder institutions by OSSE. This development of agreed upon data standards allow for the interoperability and comparability of data among key stakeholder institutions consistent with the Common Education Data Standards, which were referenced in developing the PROPOSED P-20W SLED system data elements and standards. The postsecondary and workforce data collected will be linked to the existing OSSE P-12 SLED system with a mechanism established for ongoing data exchange.

The Common Data Set (CDS) represents a collaborative effort among higher education institutions and publishers of higher education material such as The College Board, Peterson's, U.S. News, and Wintergreen/Orchard House. The goal of this effort is to establish a standard set of well-defined questions to facilitate the gathering of comparable information across different colleges and universities. Collection of program information about institutions of higher education will use the common data set standard as appropriate.

The OSSE postsecondary and workforce partnership proposes to use a rich array of methods to tap their use reactions. This may include brief popup surveys nested within the proposed P-20W SLED system web page email follow-ups, virtual focus groups at off-peak times, etc. The OSSE, postsecondary and workforce partnership believe it would be useful to have something to compare District of Columbia's findings to.

Deliverable 2: Development of a student Early Warning Indicator System

The second deliverable proposes to use SLDS grant funds to complete tasks, to implement an Early Warning Indicator System to support better student outcomes:

Early warning indicators will be developed to identify students at risk of failure at any point along the P-20W spectrum. The development will be accomplished by focusing on the following tasks:

1. Procure resources necessary to implement the Early Warning Indicator system;
2. Project kickoff for stakeholders on introducing them to the Early Warning Indicator system;
3. Requirements gathering on all data elements from respective institutional database necessary to implement the SLED Early Warning System;
4. Organization Change Management/Communication/Training/Prof. Development Plan for the implementation of the Early Warning System Indicator system;
5. Policy development of procedures and protocols on using the SLED Early Warning Indicator system;
6. Develop the P-20W SLED Early Warning Indicator system consistent with the enterprise wide architecture (See Appendix A Figure 4 & 5);
7. Testing the P-20W SLED Early Warning Indicator system for enterprise wide application and interoperability;
8. User acceptance testing to observe key stakeholder interoperability, data integrity and quality to insure that every institution can use the Early Warning Indicator system;
9. Production implementation of the proposed P-20W SLED Early Warning Indicator system to be coordinated by the OSSE Project Manager; and
10. Train all key stakeholders on the use of the proposed P-20W SLED Early Warning Indicator system data tools and products.

As a result, the OSSE, postsecondary and workforce key stakeholder partnership will be able to provide policymakers, administrators, teachers, parents, community based organizations, or advocates with critical information about the value-added contribution to student achievement of

specific teachers, schools or programs. The OSSE, postsecondary and workforce key stakeholder partnership plans to implement policies designed to target interventions and resources specific to supporting student learning and service delivery. The impact on student achievement will be incalculable.

There is great capacity and potential with the convening of the P-20W key stakeholders led by the SEA to develop a well-designed, comprehensive P-20W statewide longitudinal data system that can follow individual students' performance over time, transmit student information both within the District and between states (using the National Student Clearinghouse and UI Wage and FEDES Wage Data MOU's in place). This process will provide educators and education researchers with the data needed to improve outcomes for students. By using a data warehouse to standardize, cleanse and extract the needed information to a central repository for reporting and analysis, existing legacy systems will be integrated, or in some cases, eliminated under this proposal. With the Office of the Chief Technology Officer's (OCTO) technical capacity, the national environment highlighting the importance of statewide longitudinal data systems, the transformative changes underway within District Government, and the manageable size, but high profile of the District of Columbia's public and public charter school system, we have a significant opportunity to streamline the management and planning of public education in the District and to improve outcomes through the use of excellent information. Research supports these assertions and our ability to implement and sustain a statewide longitudinal data system.

Deliverable 3: Develop a quality P-20W error reporting system to ensure data integrity

The third deliverable will be to expand the P-12 SLED data quality error reporting for the P-20W SLED to ensure data integrity (See Appendix A Figure 3 Governance Structure Process with regard to Data). A system of data review consistent with the data governance process will be implemented by the Project Director. The SLDS grant funded staff will support staff representing each significant key stakeholder postsecondary and workforce institution. This effort will support the need for data quality error reports which will be sent to key institutional stakeholders for correction (i.e. missing demographic or other America COMPETES Act data elements).

Tasks to achieve this third proposed SLDS deliverable will include but not be limited to:

1. Requirements gathering on all data elements from respective institutional database necessary to implement the SLED Early Warning System;
2. Organization Change Management/Communication/Training/Prof. Development Plan for the implementation of the Early Warning System Indicator system;
3. Design
4. Develop the P-20W SLED Early Warning Indicator system consistent with the enterprise wide architecture (See Appendix A Figure 4 & 5)
5. Testing the P-20W SLED Early Warning Indicator system for enterprise wide application and interoperability;
6. Production implementation of the proposed P-20W SLED Early Warning Indicator system to be coordinated by the OSSE Project Manager; and
7. Train all key stakeholders on the use of the proposed P-20W SLED Early Warning Indicator system data tools and products.

The tasks for the completion of the third deliverable are critical to the execution of this grant proposal. Only accurate complete data will ensure accurate and substantive analytics as the project looks to see what educational practices are working and which are not based on the six basic questions being asked and whatever new questions are identified.

Deliverable 4: Develop a system of effective research to support continuous improvement by answering questions to support student outcomes

The fourth deliverable will involve linking P-20W SLED data generated by this proposal in deliverable one and having this data reviewed and analyzed monthly to determine if this deliverable is answering the six questions and whether there needs to be additional questions asked by the OSSE and the external evaluator (AIR) to support continuous improvement in policy making through a rigorous analytic process. Consistent with the America Competes Act (Appendix A Figure 1), analysis of data sent to the P-20W SLED will support analytics with the goal of better understanding what educational practices are effective and which are ineffective. This important analytic work will yield information to effect changes in institutional and legislative policy regarding the following issues:

1. What data elements correlate with high graduation rates?
2. What data elements correlate with the rate of enrollment into a two year, four year, adult career and technical education or literacy workforce postsecondary program?
3. What data elements correlate with higher rates of postsecondary education persistence and graduation?
4. What data elements correlate with lower rates of placement of students following high school graduation into non-credit and credit bearing developmental courses at the postsecondary level?
5. What data elements correlate with students achieving minimum cut scores on Accuplacer exams in writing, reading and math?
6. What data elements correlate with higher graduation rates by multiple demographic categories including race, ethnicity and gender?
7. What data elements correlate to the rate at which students participate in non-traditional career and technical education (CTE) opportunities as mandated under Perkins IV?
8. What data elements correlate with the rate of student participation in the workforce following separation from postsecondary education?
9. What data elements correlate to the rate of pay received by students entering and continuing in the workforce?
10. What data elements correlate to students obtaining employment consistent with CTE training area?

Tasks necessary to implement this fourth proposed SLDS grant deliverable will include but not be limited to:

1. Procure resources by hiring research organizations, American Institutes for Research (AIR), Professional Management Consulting Services (PMCS) to promote a data analytics approach consistent with local concerns and national research trends;
2. Partnership development with the research community. The State in partnership with the University of the District of Columbia (UDC) have already established partnerships with the OSSE internal evaluator, AIR, PMCS to assist in answering questions that can inform policy practices such as:
 - A. Relevance of data fields with respect to required federal reporting.
 - B. Effectiveness of the feedback process on continuous improvement P-20W;
3. Governance coordination between the OSSE key institutional stakeholder led governance system and research partnerships / consortium developed;
4. Promote continuous student outcome improvement through the use of data analytics P-20W;
5. Professional development on the use of data analytics for key stakeholder institutions.

Since OSSE and the key institutional stakeholders have not yet produced a comprehensive statewide research agenda on educational issues for the state, this proposal brings together staff from postsecondary and workforce institutions to build such an agenda. There have been several efforts to create a research consortium focused on the District of Columbia; this proposal expects to move these efforts forward by taking advantage of the connections built in assembling the regional postsecondary institutions. As part of our Race to the Top efforts we will align our research efforts with this proposed P-20W SLED system. This will be done by leveraging data, data governance and our Race to the Top priority research agenda. In addition, the District of Columbia is rich with analysts, researchers, and first-rank research institutions. As the P-20W SLED database is enriched, as reports are propagated, the new data resources created, OSSE and its key stakeholders expect to attract many of these experts. OSSE and its external evaluator (AIR) will seek to ‘gel’ these interests into an ongoing collaboration. AIR has institutional knowledge of OSSE through its work with District of Columbia’s Race to the Top education reform initiatives, special education, statewide assessments and accountability systems. This will provide continuous alignment and seamless knowledge transfer as we work towards developing an effective P-20W SLED system.

The District of Columbia will actively disseminate research and analysis findings to the public while ensuring confidentiality of individual student data consistent with FERPA. By developing a comprehensive P-20W SLED system it will be clear to decision-makers as to what education programs, schools and teachers are effective and ineffective. This data and the associated data use tools will be used by OSSE. The intent of the analytics is to provide dashboards and reports for the District of Columbia LEAs, postsecondary partners, workforce training partners and District of Columbia residents (consumers) to support education decision-making.

Deliverable 5: Create P-12 feedback reports

The fifth deliverable will be to use SLDS funding to create P-12 feedback reports (See Appendix A Figure 2 Governance Structure Data Logic Model) based on federal requirements and key stakeholder requests from the P-20W SLED system. The intent of the feedback reports are to inform P-12 decision-makers of student outcomes in postsecondary and workforce, with the intent of promoting continuous improvement of services to better prepare current and future students for long term success.

Tasks necessary to implement the fifth proposed SLDS deliverable will include, but not limited to:

1. Project kickoff with stakeholders about the SLED P-12 feedback report system;
2. Requirements gathering on all data elements from respective institutional database necessary to implement P-12 feedback reports with associated data analytics;
3. Design the necessary P-12 feedback reports to answer the key six questions outlined in the need for the project section;
4. Create an organization change management/communication/training/professional development plan for the implementation of the to be created P-12 feedback reports;
5. Develop the P-20W SLED P-12 SLED system feedback reports consistent with the enterprise wide architecture design (See Appendix A Figure 4 & 5)
6. Ensure user acceptance of all P-12 SLED system feedback reports through active professional development;
7. Production implementation of the proposed P-20W SLED P-12 feedback reports to be coordinated by the OSSE Project Manager; and
8. Train all key stakeholder end users on the use of the proposed P-20W SLED system P-12 feedback report tools and products.

The process outlined in the fifth deliverable will be important in creating a systemic feedback process that will support answering the six core questions developed by the OSSE led focus groups as well as any new questions that arise as a result of new issues.

Deliverable 6: Create consumer information feedback reports

The sixth deliverable will be to provide consumer information feedback on past and current performance data of postsecondary institutions to assist current and future students and their parents in making informed choices about enrolling in postsecondary institutions. Consumer information will include but not be limited to the following information at the instructional program and institutional level on college costs such as:

1. Tuition and Fees;
2. Financial Aid access; and
3. Student Education Debt.

OSSE generated consumer information reports from the P-20W SLED system will also address student success to include, but not limited to:

1. Persistence;
2. Transfer rate;
3. Completion time to graduation;
4. Credits-to-degree; and
5. Workforce outcomes (i.e. job placement, earnings)

Tasks necessary to implement the sixth proposed SLDS deliverable will include, but not limited to:

1. Project kickoff with stakeholders about the SLED system consumer feedback reports;
2. Requirements gathering on all data elements from respective institutional database necessary to implement consumer feedback reports with associated data analytics;
3. Design the necessary consumer feedback reports to answer the key six questions outlined in the need for the project section;
4. Create an organization change management/communication/training/professional development plan for the implementation of the to be created consumer feedback reports;
5. Develop the P-20W SLED system consumer feedback reports consistent with the enterprise wide architecture design (See Appendix A Figure 4 & 5)
6. Ensure user acceptance of all P-20W SLED system consumer feedback reports through active professional development to support students and parents;
7. Production implementation of the proposed P-20W SLED consumer feedback reports to be coordinated by the OSSE Project Manager; and
8. Train all key stakeholder end users on the use of the proposed P-20W SLED system consumer feedback report tools and products.

Deliverable 7: Create postsecondary and workforce feedback reports

The seventh deliverable will be the P-20W SLED providing feedback reports to postsecondary and workforce institutions. The Postsecondary and Career Readiness division within the Office of the State Superintendent of Education seeks to secure a Commercial Off the Shelf (COTS) system to address the higher education and workforce readiness needs from Gold Bridge Partners, Inc. OSSE’s goal is to integrate the postsecondary, workforce readiness, career technical education, education licensure commission (ELC) and general education development (GED) programs into a new DC OneApp database system. The new DC OneApp will support District of Columbia residents applying for postsecondary grants to secure access to higher education, enroll in Workforce Readiness & Career Technical Education programs and to apply for ELC licenses for postsecondary institutions in the District. This OSSE led system data system will allow:

1. Interface with P-20W SLED system to ensure all District students are adequately prepared for college and the global workforce;
2. Link student grade point averages, length of enrollment and graduation dates;

3. Have the capability to assign tiers to various institutions; and
4. Provide quantifiable data to assist OSSE with implementing knowledgeable higher education policies.

A P-20W SLED system that is interoperable with all existing systems including CDS and IPEDS data elements will be invaluable to meeting the deliverables proposed in this grant and answering the six key questions posed by this proposal. This OSSE led system will be maintained and support by in-kind OSSE funding to provide the following:

1. A data collection system with the ability to track a student's academic progress over time through the postsecondary years; and
2. The ability to link student information systems that include student achievement data, including courses taken, grades, satisfactory academic progress, cost of attendance and schools attended, to other critical education inputs, such as teacher data, staff development, facilities, curricula, or specialized school programs from P-20W.

These reports will include, but not limited to:

1. System transfer and completion reports on students who leave their institutions before graduating to transfer to another institution or enter the workforce;
2. Postsecondary feedback reports on students who transfer and the performance of transfer students in their new institutions;
3. Job placement reports on high school, postsecondary and workforce graduates entry into the workforce as well as on fields in which graduates are employed and their earnings;
4. Provide useful information to high schools and LEAs to ensure curriculum are aligned with postsecondary entrance requirements;
5. Provide reports to high schools and LEAs regarding student progress in postsecondary;
6. Inform the State Board of Education as they enhance graduation requirements and curriculum standards; and
7. Inform and shape the proposed P-20W SLED governance, policy and implementation.

Tasks necessary to implement the seventh proposed SLDS deliverable will include, but not limited to:

1. Project kickoff with stakeholders about the SLED postsecondary and workforce feedback report system;
2. Requirements gathering on all data elements from respective institutional database necessary to implement postsecondary and workforce feedback reports with associated data analytics;
3. Design the necessary postsecondary and workforce feedback reports to answer the key six questions outlined in the need for the project section;

4. Create an organization change management/communication/training/professional development plan for the implementation of the to be created postsecondary and workforce feedback reports;
5. Develop the P-20W SLED system postsecondary and workforce feedback reports consistent with the enterprise wide architecture design (See Appendix A Figure 4 & 5)
6. Ensure user acceptance of all SLED system post secondary and workforce feedback reports through active professional development;
7. Production implementation of the proposed P-20W SLED postsecondary and workforce feedback reports to be coordinated by the OSSE Project Manager;
8. Train all key stakeholder end users on the use of the proposed P-20W SLED system post secondary and workforce feedback report tools and products;
9. Hire 1.5 FTE staffers for the University of the District of Columbia Community College to support postsecondary two year college data integration into SLED;
10. Hire 1.0 FTE community college Institutional Research staffer to address two college Banner student database issues not addressed by the University of the District of Columbia (i.e. Accuplacer testing, college readiness data, etc.);
11. Hire a data integration contractor for the University of the District of Columbia Community College Workforce Division to support workforce data integration into the P-20W SLED; and
12. Integrate LACES, DC OneApp and additional community based organization student data systems to the P-20W SLED.

The seventh deliverable funded through this grant will support continuous improvement of P-20W education systems. Consumer information feedback on past and current performance of postsecondary institutions will be provided to assist current and future students and their parents in making informed choices about enrolling in postsecondary institutions.

Deliverable 8: Ensure confidentiality of all student data consistent with FERPA requirements

The eighth deliverable will address the privacy and confidentiality of student data consistent with all FERPA requirements. The OSSE housed P-20W SLED system will generate unique identifiers for students and P-12 teachers using P-20W data from all key stakeholders. Assigning unique identifiers will allow OSSE to disseminate student outcome reports to key stakeholders and the federal government without providing FERPA access to protected student data elements.

Tasks necessary to implement the eighth proposed SLDS deliverable will include, but not limited to:

1. Ensure project governance and procedures are all FERPA compliant;
2. Review all Memorandums of Understanding to ensure FERPA compliance;
3. Ensure all data, reports, and associated analytics developed respect student confidentiality and are FERPA compliant; and
4. Continuously improve OSSE security policy and procedures in accordance with FERPA.

Deliverable 9: Develop a clearly articulated project management and governance structure

The ninth deliverable will address the need to develop a clearly articulated project management and governance structure with an associated set of procedures guiding implementation of this proposal (See Appendix A Figure 5).

Tasks necessary to implement the ninth proposed SLDS deliverable will include, but not limited to:

1. Project Management will be developed by the key institutional stakeholders led by OSSE administrative staff (Chief Information Officer, Superintendent, Assistant Superintendents, etc.); and
2. The Project Management Office (PMO) will review all governance structure, procedures, and data dissemination practices developed by the postsecondary and workforce advisory group to ensure that all are FERPA compliant.
3. The management and governance structure will plan continuously for sustainability of the proposed P-20W SLED system beyond the grant cycle.

The governance procedures and guidelines will be made available on the OSSE website. The data will then generate a set of potential paths into the future for virtual students providing among other information, colleges, majors, expenditures, and probability of success, likely workforce placement and rewards. A less individualized data display is also envisioned that profiles successive waves of District of Columbia high school graduates and early leavers in terms of their success in college, workforce, military, and pay rates.

The nine deliverables outlined above will be evaluated internally by the OSSE Project Management Office (PMO) in conjunction with the OSSE Office of Data Management (ODM) and externally by the American Institutes for Research (AIR).

Utilizing the P-12 SLED system linked with the P-20W student data systems, OSSE key stakeholder partnerships will develop governance guidelines that provide the flexibility to answer other student and institution performance questions that are identified by the external evaluator AIR, internal evaluators PMO, ODM and key institutional stakeholder partners. With this governance process in place the postsecondary education system will benefit from this expansion of the P-12 SLED system by better assessing what strategies are leading to positive student outcomes.

III. Timeline for Project Deliverables:

The nine deliverables and their respective tasks / events timelines and persons / titles responsible for below will address the OSSE postsecondary and workforce partnership timeline for the proposed P-20W SLED system implementation. The timeline proposed to implement this integrated P-20W system of data will be as follows:

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
1	Postsecondary/Workforce SLED Grant Schedule of Events and Tasks	Tue 5/1/12	Thu 4/30/15	
1.1	Procure Professional Management Consulting Services Resources for the Project Team	Tue 5/1/12	Fri 6/29/12	Project Director
1.2	Deliverable 1: P12 to P20W SLED Data Integration	Mon 7/2/12	Mon 9/30/13	
1.2.1	Project Kickoff with Stakeholders	Mon 7/2/12	Tue 7/31/12	Proj Dir, Proj Mgr
1.2.2	Requirements Gathering	Wed 8/1/12	Fri 11/2/12	Business Analyst
1.2.3	Organization Change Management/Communication/Training/Professional Development Plan	Mon 11/5/12	Tue 8/6/13	Org. Change Mgmt Lead
1.2.4	Policy Development	Mon 11/5/12	Tue 7/30/13	Project Director, Project Manager, Business Analyst, Org. Change Mgmt Lead
1.2.5	Integration/MOU Documentation	Mon 11/5/12	Tue 12/4/12	Business Analyst
1.2.6	Development	Mon 11/5/12	Fri 3/29/13	SharePoint Dev., Database Admin., Data Architect
1.2.7	Testing	Mon 4/1/13	Tue 8/13/13	Tester
1.2.8	User Acceptance Testing	Wed 8/14/13	Thu 8/29/13	Business Analyst, Project Director, Project Manager
1.2.9	Production Implementation	Fri 8/30/13	Mon 9/16/13	Project Manager
1.2.10	Training	Tue 9/17/13	Mon 9/30/13	Org. Change Mgmt Lead
1.3	Deliverable 2: Early Warning Indicator System	Tue 10/1/13	Wed 9/17/14	
1.3.1	Procure Resources	Tue	Tue	Project Director

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
		10/1/13	10/1/13	
1.3.2	Project Kickoff with Stakeholders	Wed 10/2/13	Thu 10/31/13	Project Manager, Project Director
1.3.3	Requirements Gathering	Fri 11/1/13	Tue 12/17/13	Business Analyst, Data Architect, Database Admin., Project Manager, SharePoint Dev., AIR
1.3.4	Organization Change Management/Communication/Training/Prof. Dev. Plan	Wed 12/18/13	Tue 5/27/14	Org. Change Mgmt Lead
1.3.5	Policy Development	Wed 12/18/13	Wed 9/17/14	Project Director, Project Manager, Business Analyst, Org. Change Mgmt Lead
1.3.6	Develop the P-20W SLED system	Wed 12/18/13	Fri 2/14/14	Data Architect, Database Admin., SharePoint Dev., AIR
1.3.7	Testing	Tue 2/18/14	Mon 4/7/14	Tester
1.3.8	User Acceptance Testing	Tue 4/8/14	Wed 4/23/14	Business Analyst, Project Director, Project Manager
1.3.9	Production Implementation	Thu 4/24/14	Thu 5/8/14	Project Manager
1.3.10	Training	Fri 5/9/14	Thu 5/22/14	Org. Change Mgmt Lead
1.4	Deliverable 3: Data Quality Error Reporting	Wed 8/14/13	Fri 2/21/14	
1.4.1	Requirements Gathering	Wed 8/14/13	Wed 9/11/13	Business Analyst, Project

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
				Manager
1.4.2	Organization Change Management/Communication/Training/Professional Development Plan	Thu 9/12/13	Fri 2/21/14	Org. Change Mgmt Lead
1.4.3	Design	Thu 9/5/13	Mon 9/30/13	Business Analyst,Data Architect,Database Admin.,Project Manager,Share Point Dev.
1.4.4	Development	Tue 10/1/13	Wed 11/27/13	SharePoint Dev.,Database Admin.,Data Architect
1.4.5	Testing	Fri 11/29/13	Mon 1/13/14	Tester
1.4.6	Production Implementation	Tue 1/14/14	Wed 1/29/14	Project Manager
1.4.7	Training	Thu 1/30/14	Wed 2/12/14	Org. Change Mgmt Lead
1.5	Deliverable 4: Continuous Improvement of Data Analytics & Research	Mon 6/4/12	Thu 4/30/15	
1.5.1	Procure Resources	Mon 7/2/12	Mon 7/30/12	Project Director
1.5.2	Partnership Development	Wed 8/1/12	Wed 7/31/13	Project Director,Project Manager,AIR,Office of Data Mgmt Director
1.5.3	Governance Coordination	Mon 6/4/12	Tue 4/21/15	Office of Data Mgmt Director
1.5.4	Continuous Improvement/Analyze Data	Mon 6/18/12	Thu 4/30/15	AIR, Office of Data Mgmt Director,Project Director,Project Manager,CIO
1.5.5	Training & Professional Development	Mon 4/1/13	Thu 4/30/15	Org. Change Mgmt Lead, AIR

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
1.6	Deliverable 5: P-12 Feedback Reports	Thu 9/12/13	Fri 8/22/14	
1.6.1	Project Kickoff with Stakeholders	Mon 2/24/14	Mon 3/24/14	Project Manager, Project Director
1.6.2	Requirements Gathering	Tue 3/25/14	Mon 5/12/14	Business Analyst
1.6.3	Design	Tue 5/13/14	Thu 6/26/14	Business Analyst, Data Architect, Project Director, Project Manager, SharePoint Dev.
1.6.4	Organization Change Management/Communication/Training/Professional Development Plan	Thu 9/12/13	Fri 2/21/14	Org. Change Mgmt Lead
1.6.5	Development	Fri 6/27/14	Fri 8/22/14	Data Architect, Database Admin., SharePoint Dev.
1.6.6	User Acceptance Testing	Mon 2/24/14	Tue 3/11/14	Business Analyst, Project Director, Project Manager
1.6.7	Production Implementation	Wed 3/12/14	Wed 3/26/14	Project Manager
1.6.8	Training	Thu 3/27/14	Wed 4/9/14	Org. Change Mgmt Lead
1.7	Deliverable 6: Consumer Feedback Reports	Thu 9/12/13	Tue 11/4/14	
1.7.1	Project Kickoff with Stakeholders	Tue 5/13/14	Wed 6/11/14	Project Manager, Project Director
1.7.2	Requirements Gathering	Thu 6/12/14	Thu 7/17/14	Business Analyst
1.7.3	Design	Fri 7/18/14	Mon 9/8/14	Business Analyst, Data

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
				Architect, Project Director, Project Manager, Share Point Dev.
1.7.4	Organization Change Management/Communication/Training/Professional Development Plan	Thu 9/12/13	Fri 2/21/14	Org. Change Mgmt Lead
1.7.5	Development	Tue 9/9/14	Tue 11/4/14	Data Architect, Database Admin., SharePoint Dev.
1.7.6	User Acceptance Testing	Mon 2/24/14	Tue 3/11/14	Business Analyst, Project Director, Project Manager
1.7.7	Production Implementation	Wed 3/12/14	Wed 3/26/14	Project Manager
1.7.8	Training	Thu 3/27/14	Wed 4/9/14	Org. Change Mgmt Lead
1.8	Deliverable 7: Postsecondary/Workforce Feedback Reports	Thu 9/12/13	Wed 1/28/15	
1.8.1	Project Kickoff with Stakeholders	Fri 7/18/14	Fri 8/15/14	Project Manager, Project Director
1.8.2	Requirements Gathering	Mon 8/18/14	Fri 10/10/14	Business Analyst, Project Director, Project Manager
1.8.3	Design	Tue 10/14/14	Fri 11/28/14	Business Analyst, Data Architect, Project Director, Project Manager, Share Point Dev., Project Director, Project

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
				Manager
1.8.4	Organization Change Management/Communication/Training/Professional Development Plan	Thu 9/12/13	Fri 2/21/14	Org. Change Mgmt Lead
1.8.5	User Acceptance Testing	Mon 2/24/14	Tue 3/11/14	Business Analyst,Project Director,Project Manager
1.8.6	Development	Mon 12/1/14	Wed 1/28/15	Data Architect,Database Admin.,SharePoint Dev.
1.8.7	Production Implementation	Wed 3/12/14	Wed 3/26/14	Project Manager
1.8.8	Training	Thu 3/27/14	Wed 4/9/14	Org. Change Mgmt Lead
1.9	Deliverable 8: Protecting Student Confidentiality (FERPA)	Tue 5/1/12	Wed 3/18/15	
1.9.1	Ensure project governance and procedures are all FERPA compliant	Tue 5/1/12	Wed 3/18/15	Office of Data Mgmt Director,OSSE Legal,Project Director,Project Manager
1.9.2	MOU Reviews for FERPA Compliance	Tue 5/1/12	Wed 3/18/15	Office of Data Mgmt Director,OSSE Legal,Project Director,Project Manager
1.9.3	Ensure data, reports, analytics are FERPA compliant	Tue 5/1/12	Wed 3/18/15	Office of Data Mgmt Director, OSSE Legal, Project Director,Project Manager

Task (WBS)	Deliverable and Event / Task Name	Initiation Date	Completion Date	Resource Name
1.9.4	Continuously improve OSSE security policy and use in accordance w/ FERPA	Tue 5/1/12	Wed 3/18/15	Office of Data Mgmt Director, OSSE Legal, Project Director, Project Manager
1.1	Deliverable 9: Project Management & Governance Plan	Mon 5/7/12	Tue 4/21/15	
1.10.1	Project Management	Mon 5/7/12	Tue 4/21/15	PMO Director
1.10.2	Project Management Office (PMO) Review	Mon 6/25/12	Tue 4/14/15	CIO, Office of Data Mgmt Director, Project Director

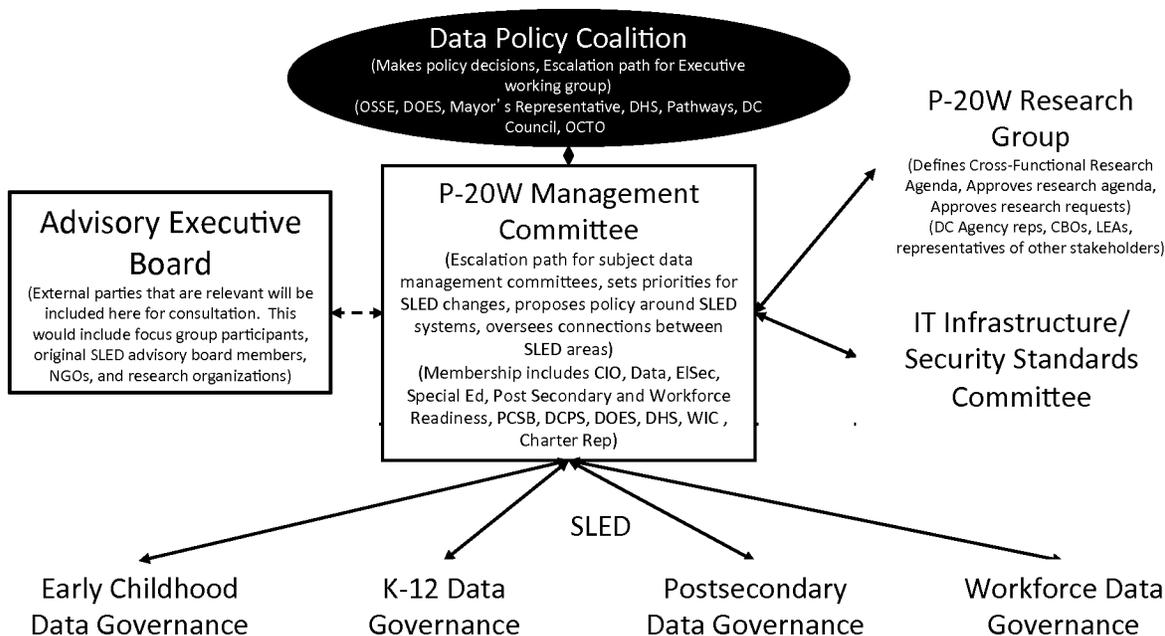
IV. Project Management and Governance:

Governance Overview:

The overall SLDS project will be placed within OSSE. OSSE has newly established an Office of Data Management that oversees the cross-cutting efforts around data collection, storage and analysis. The Office of Data Management is convening a cross-governmental data governance structure that includes participation of elementary schools, secondary schools, the public higher education system, workforce programs, community based and school based early childhood programs, research organizations, human service agencies, and workforce-oriented agencies. Additionally, the legislative and executive leadership in District of Columbia are represented in the policy leadership portion of data governance. This group includes all agencies that are providing data to the SLED system and representatives from all groups that will be consuming data from the proposed P-20W SLED system. Figure 1 briefly depicts the proposed governance structure, including committees and subcommittees. Each of these components is described in detail below.

Overall Data Governance Structure:

P-20W Data Governance Structure



Prior Experience in Data Governance:

OSSE is currently running two effective data governance teams for K-12—representative groups for the District of Columbia Race to the Top initiative, and the Executive Governance Working Group for the P-12 SLED project. As a part of Race to the Top, OSSE formed a number of representative groups including LEAs, OSSE, advocacy organizations, and researchers to develop measures of student, teacher, and school level academic growth. This effort included quickly creating new data collection procedures and policies to achieve our aggressive timeline. The SLED Executive Working Group has representation from OSSE, the charter school authorizer, DCPS, and a charter support organization. This group will be expanded to include some of the membership of the Race to the Top group including a charter stakeholder group, a representative of Race to the Top, a teacher stakeholder, and a representative of the Assistant Superintendent for Elementary and Secondary Education.

Data Policy Coalition (See Appendix A Figure 6):

The overall policy direction and ongoing refinement of questions for the new data governance structure will come from the Data Policy Coalition. This group includes a representative of the Executive Office of the Mayor, DC Council, Department of Employment Services, The State Superintendent, Department of Human Services, the Chief Technology Officer for District of Columbia, President of University of the District of Columbia, and a representative of Pathways. Pathways was established under Race to the Top and includes researchers, college access organizations, preschool, elementary, middle schools, high schools, and private institutes of higher education. This group will develop the overall policy agenda for the districts education system and research needs and will meet as needed.

P-20W Management Committee (See Appendix A Figure 6, 9 & 10):

A P-20W Management Committee will turn the policy direction and questions developed by the Data Policy Coalition and Pathways into a set of data elements that need to be collected across the P-20W/workforce spectrum. This group will also manage the interconnections between P-12, early childhood, postsecondary, and workforce data. On a quarterly basis the P-20W data governance group will meet to oversee policy and data issues that cross areas and ensure that the appropriate information is being pushed up and down from one group to another.

Advisory Executive Board (See Appendix A Figure 6):

An advisory board of community based organizations, researchers, experts in educational improvement, community representatives, and other stakeholders will be established at the P-20W level. This group will provide feedback and advice on how the Special Education Data System (SEDS) can be expanded to best improve outcomes in District of Columbia and will meet quarterly. All focus group participants will be invited to join the Advisory Executive Board.

P-20W Research Group (See Appendix A Figure 6, 9 & 10):

OSSE will establish a P-20W Research Group to maintain a priority list of research questions and approve research requests that span more than one area of data. This research group will consist of the P-20W SLED project director, a parent representative, a representative from the research community, representatives from each data area, and a human subject research ethics representative. This will allow this group to effectively push forward research needed to support policy while effectively ensuring respect for privacy.

Information Technology Infrastructure and Security Standards Committee (See Appendix A Figure 6):

A separate information technology (IT) infrastructure and security standards committee will ensure that data sharing is done in a secure way that meets the standards of District of Columbia government, each agency, and each relevant stakeholder. This group will be staff by technical representatives and chaired by OSSE CIO's office.

Area-Specific Data Governance Groups:

Finally, a governance group will be established for each of the topic areas covered by the project. These groups include P-12, the early childhood, postsecondary, and workforce. The governance groups for each topic area are included in Appendix A (Figures 6 - 10) and have representatives from all agencies that collect or consume the type of data included. Each area will take responsibility for governing data element definition and other important policies to make certain that the data in the P-20W SLED system is properly cataloged and built in a way that will support research needs, sharing, and respect privacy of individuals. Governance meetings for each data area will be held monthly and the project director for the P-20W SLED system will attend all of the governance meetings to ensure that collaboration opportunities are taken advantage of.

Each governance area will also have an external data use sub-committee that will review and approve research requests and manage research portfolios that involve only that governance area's data. This will allow research requests involving only workforce data, for example, to proceed more quickly and be managed by the subject matter experts specific to workforce data. Any data requests spanning multiple areas must be approved by the full external data use committee. Membership of the governance area research groups will be similar to that of the P-20W Research Group but consist of only representatives from that area. These groups will meet regularly as needed (but at least monthly).

The following policies will be integrated into the proposed P-20W SLED system to increase efforts for improving data collections, communications and standardizing various data types for accurate reporting and improved analysis:

1. Race and Ethnicity Codes (May 2010);
2. LEA and School Code Management Policy (September 2010);
3. LEA Data Management Policy (January 2011);
4. School Entry and Exit/Withdrawal Code Policy (March 2011);
5. Unique Student Identifier Policy (March 2011); and
6. LEA Data Access and Use Policy (October 2011).

In addition, OSSE is in the process of establishing the following policies during spring 2012 to support SLED reporting needs and establish OSSE business processes to further improve and standardize data collection efforts for the anticipated July 2012 program start:

1. Course Code Policy (Standardize course codes for next school year to allow SLED to link students to courses to teachers);
2. English Language Learner (ELL) Policy (standardize ELL codes and processes);
3. Unique Educator Identifier (similar to the unique student identifier, but for educators); and
4. Attendance, truancy, mobility and dropout.

During the creation of these policies stakeholders will be afforded a comment period to provide their feedback and educate OSSE on areas of concerns from their perspective. Once the policies are final there will be training and communication efforts regarding these policies during the spring to ensure stakeholders are aware of the policies, understand the impact, policy details and

timeline for data collection implementation with the P-20W SLED system.

P-12 SLED system has implemented data quality improvement processes that have shown a 75% (20,000 data errors reduced to 5,000 within 2 months- Sep to Oct 2011) improvement in data quality within the entire public school domain. Additional data quality improvements will be implemented in the spring for entry and exit codes, truancy and dropouts. As new policies are implemented, data collection efforts are integrated to receive the data corresponding to the policies, proposed P-20W SLED system will enhance the data error reporting processes to improve data quality. This will be a continuous process (See Figure 3 Governance Structure with regards to Data Logic-Model in Appendix A).

OSSE has created the P-12 SLED system as a program and not as project because the SLDS has no end. The P-12 SLED system will become the proposed P-20W SLED system and will be continuously enhanced, maintained and refined to support stakeholder reporting needs and analysis over time, data governance to continuously improve data quality and data needs to support future policy and business process needs.

Communication & Training and Policy Governance:

1. As new functionality and policies are created communication and training occurs to ensure all impacted data producers and key institutional stakeholders are aware of the changes and understand the impacts.

Data Governance:

1. Establishes the foundation (policies, standards, decision-making structure, issue-resolution process) for collecting, managing and releasing data for improved quality, accessibility and use; and
2. OSSE has established an Office of Data Management to implement all governance policies established as determined by OSSE in partnership with its key institutional stakeholders.

The OSSE led postsecondary State Longitudinal Data System (SLDS) proposal has used focus groups to develop institutional support and established partnerships from relevant stakeholders within and outside OSSE including the following organizations and their representatives who will participate in the proposal governance advisory structure (See Appendix B Letters of Support):

#	Postsecondary Institution	LEA	CBOs	Workforce	Intra-Governmental Agencies
1	Delaware State University	Booker T. Washington (PCS)	College Board	Congress Heights Community Training Development Corporation	Executive Office of the Mayor

#	Postsecondary Institution	LEA	CBOs	Workforce	Intra-Governmental Agencies
2	George Mason	District of Columbia Public Schools	College Success Foundation	Opportunity Industrialization Center	Department of Employment Services
3	Graduate School USA	Perry School Community Service Center (PCS)	College Summit-National Capital Region	University of the District of Columbia Community College Workforce Development Program	Deputy Mayor for Education
4	Howard University	Thurgood Marshall Academy (PCS)	Community Foundation for the National Capital Region	YWCA	District of Columbia Council
5	Norfolk State University	See Forever Foundation and Maya Angelou Schools (PCS)	DC College Access Program		
6	The Pennsylvania State University		University of the District of Columbia TRIO		
7	Potomac College				
8	University of the District of Columbia				
9	University of the District of Columbia Community College				

OSSE is working with its stakeholder partners including but not limited to the public two year and four year college and universities, has agreed that the three year implementation period is adequate to develop, implement, and train key staff necessary to ensure the integrity, security, and quality of data necessary for carrying out meaning continuous improvement decisions P-20W.

Following implementation of a successful P-20W data system will require ongoing support from OSSE and the key stakeholder institutions and agencies to support this effort. At a minimum the system will require ongoing commitment of staff and other resources for system maintenance, quality control, and user training. The proposed P-20W SLED system will generate data quality error reports that will have to be addressed by the key stakeholder agencies beyond the grant period. The above listed stakeholders have committed to providing the necessary staffing to sustain this grant effort beyond the grant period. OSSE and all postsecondary and workforce key stakeholder partners understand the value in having comprehensive data combined with data analytics as core to their mission to better support student persistence, graduation, and transition to the workplace.

Further support will be provided through the Mayor's Office and the District of Columbia Council. The District of Columbia's Mayor, Vincent Gray, has made transparency, accountability, and sound management key tenets of his administration's approach to improving educational outcomes for the District's residents. To achieve this, the Mayor has made full support and implementation of a comprehensive P-20W tracking system a priority. "The District must know where its students are physically where and when they are in school, or not in school in real time. It is important to know how students are doing academically and how specific programs and teachers are performing" (Plan for Fiscal Responsibility, 2010). The solution is to successfully complete the development of the P-20W State Longitudinal Education Data (SLED) system by linking all P-12 student data indicators to all adult education and postsecondary credit bearing student data indicators.

This will enable educators to measure growth of a student within a school, classroom or program through college and the workforce. This will support instructional decision-making through internal and external evaluation of the required America COMPETES Act metrics (See Appendix A Figure 1). The SLED system when completed through postsecondary will also enable systematic evaluation of teacher performance through the development of a unique teacher identifier linked to student achievement.

As outlined in Mayor, Vincent Gray's Education Plan he understands the importance of SLED in monitoring student, school and teacher performance to meet federal reporting requirements will be critical to evaluating strategies that improve student performance. OSSE will employ capable professionals who will meet the deadlines and standards needed to get the system up and running over the grant period.

This grant effort will be leveraged to conduct the necessary business process analyses, to expand the already existing robust SLED architecture and governance structure to the build on the SLED longitudinal data system to complete a tracking database that works for P-20W teachers, principals, researchers and federal reporting requirements. This level of commitment is required if there is to be change in the business practices of the District's multiple LEAs, adult education, and postsecondary education institutions and workforce agencies in order to achieve true integration of their multiple data systems.

Sustainability Plan:

Based on this broad based commitment both institutionally and politically, an OSSE, postsecondary and workforce partnership sustainability plan will be built into the “Project Management and Governance” section of this proposal as part of the ninth deliverable. OSSE has already created the P-12 SLED system and is committed to expanding this warehouse and associated reports and analytics to the postsecondary education and workforce agencies through this grant application. OSSE and its key stakeholder partners view this effort as a program and not a project because of the commitment to ensure that SLDS data gathering and data analytics research is critical to designing a strong, effective P-20W SLED system and that this deliverable has no end. OSSE and its key institutional stakeholder partners are committed to continuously enhancing, maintaining and refining P-20W SLED system to support stakeholder reporting needs and analysis over time, data governance to continuously improve data quality and data needs to support future policy and business process needs.

V. Staffing:

Full time OSSE employees and contractors that are currently are instrumental in the delivery of the P-12 SLED system will staff the proposed P-20W SLED. The below table describes the key project staff names, roles, responsibilities and their organizations. Our project team consists of a mixture of postsecondary, workforce, P-12 and data governance personnel. In addition, we will leverage the key contract resources from Professional Management Consulting Services that were involved in the strategy, planning, visioning, requirements gathering, data quality analysis and reporting, governance, design, development, testing, policy creation and training of the P-12 SLED system development to make the proposed P-20W SLED successful. The following staffing plan with associated roles and responsibilities will be separated into both funded and in-kind in the following chart:

	Name	Project Role	Responsibility	Organization	Title
1*	Kayleen Irizarry	Executive Sponsor	<ol style="list-style-type: none"> 1. Project Ownership 2. Provide executive oversight 3. Attend biweekly status meeting 4. Removes executive road blocks where necessary 5. Use data for accountability and customize supports to LEAs and schools to ensure continuous improvement. 	Office of the State Superintendent of Education	Assistant Superintendent Elementary and Secondary Education

	Name	Project Role	Responsibility	Organization	Title
2*	Emily Durso	Executive Sponsor	<ol style="list-style-type: none"> 1. Project Ownership 2. Provide executive oversight 3. Attend biweekly status meeting 4. Removes executive road blocks where necessary 5. Use data for accountability and customize supports to LEAs and schools to ensure continuous improvement. 	Office of the State Superintendent of Education	Assistant Superintendent for the Postsecondary Education and Career Readiness Division
3*	Tom Fontenot	Executive Sponsor	<ol style="list-style-type: none"> 1. Project Ownership 2. Provide executive oversight 3. Attend biweekly status meeting 4. Removes executive road blocks where necessary 	Office of the State Superintendent of Education	Chief Information Officer
4*	Jeff Noel	Executive Sponsor	<ol style="list-style-type: none"> 1. Project Ownership 2. Involved in the day-to-day strategic direction. 3. Establishes and ensures data governance success. 4. Certifies reports that are generated are accurate and certified. 5. Works with the Project Director and Project Manager providing strategic direction. 6. Attend weekly and biweekly status meeting 7. Removes executive road blocks where 	Office of the State Superintendent of Education	Director, Office of Data Management

	Name	Project Role	Responsibility	Organization	Title
			necessary		
5*	William Henderson	Project Director	<ol style="list-style-type: none"> 1. Provides project direction 2. Ensures project is meeting grant requirements and timeframes 3. Attends weekly status meetings 4. Reviews Risks/Issues and determines which issues go to executive sponsors for resolution and input. 	Office of the State Superintendent of Education	Postsecondary Education and Career Readiness
6*	Julie Sweetland	University Subject Matter Expert & Liaison	<ol style="list-style-type: none"> 1. University requirements subject matter expert 2. Provides the day-to-day university “voice” within the project to ensure university/college needs are being addressed. 3. Attends status meetings 4. Assists with removing college/university related roadblocks and coordinates with other colleges/universities. 	University of the District of Columbia	Founding Director, Urban Teacher Academy
7*	Ahmed Ansar	University Subject Matter Expert & Liaison	<ol style="list-style-type: none"> 1. University requirements subject matter expert 2. Provides the day-to-day university “voice” within the project to ensure university/college 	University of the District of Columbia	Associate Provost for Institutional Effectiveness and Accountability

	Name	Project Role	Responsibility	Organization	Title
			needs are being addressed. 3. Attends status meetings 4. Assists with removing college/university related roadblocks and coordinates with other colleges/universities.		
8*	Tamara Reavis	P-12 Subject Matter Expert	1. Team participant to ensure grant proposal requirements are being fulfilled from a P-12 perspective. 2. Provides and assists with coordinating detailed requirements. 3. Involved in the day-to-day project delivery, schedule, tasks, issue/risk resolution. 4. Attends weekly status meetings.	Office of the State Superintendent of Education	Director of Standards, Assessment, and Accountability
9*	Michelle Croft	P-12 Subject Matter Expert	1. Team participant to ensure grant proposal requirements are being fulfilled from a P-12 perspective. 2. Provides and assists with coordinating and analyzing P-12 detailed requirements. 3. Involved in the day-to-day project delivery, schedule, tasks, issue/risk resolution. 4. Attends weekly status meetings.	Office of the State Superintendent of Education	Partnership for Assessment of Readiness for Colleges and Careers (PARCC) Coordinator
10*	Antoinette Mitchell	Postsecondary and Workforce Subject Matter	1. Team participant to ensure grant proposal requirements are being	Office of the State Superintendent	Deputy Assistant Superintendent

	Name	Project Role	Responsibility	Organization	Title
		Expert	<p>fulfilled from a postsecondary and workforce perspective.</p> <p>2. Assists with coordinating postsecondary and workforce stakeholders.</p> <p>3. Provides and assists with coordinating and analyzing postsecondary/workforce detailed requirements.</p> <p>4. Involved in the day-to-day project delivery, schedule, tasks, issue/risk resolution.</p> <p>5. Attends weekly status meetings.</p>	ent of Education	of Postsecondary Education and Career Readiness
11*	Tony Johnson	State Director of Career and Technical Education	<p>1. Reports CTE student, secondary, postsecondary and workforce data</p> <p>2. CTE subject matter expert</p>	Office of the State Superintendent of Education	State Director of Career and Technical Education
11*	Kim Goodman-Celay	Postsecondary and Workforce Subject Matter Expert	<p>1. Team participant to ensure grant proposal requirements are being fulfilled from a postsecondary and workforce perspective.</p> <p>2. Assists with coordinating postsecondary and workforce stakeholders.</p> <p>3. Provides and assists with coordinating and analyzing postsecondary/workforce detailed</p>	Office of the State Superintendent of Education	Management Analyst, Postsecondary Education and Career Readiness

	Name	Project Role	Responsibility	Organization	Title
			requirements. 4. Involved in the day-to-day project delivery, schedule, tasks, issue/risk resolution. 5. Attends weekly status meetings.		
12*	Matt Brownlee	PMO Director	1. Provides project management oversight to ensure project schedule, tasks and milestones are in alignment with the grant proposal timeline.	Office of the State Superintendent of Education	CIO Project Management Office Director
13	Carl Kullback	Data Analyst & Technical Architect	1. Analyses data as a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making 2. Creates database tables, views, algorithms and queries that are useful for report generation. 3. Extract, Transport and Load subject matter expert.	Office of the State Superintendent of Education	SLED Data Analyst & Technical Architect
14	Roopa Kadiyala	Business Analyst	1. Analyzes the organization and design of requirements 2. Assess business models and their integration with technology. 3. Gather & document user requirements and to relay them to the team. 4. Analyze business	Office of the State Superintendent of Education	SLED Business Analyst

	Name	Project Role	Responsibility	Organization	Title
			operations and recommend which business processes can be changed or utilized to solve particular problems. 5. Business process re-engineering design.		
15	Dwight Franklin	Project Manager	1. Responsible for the planning, execution, communication and project closeout. 2. Develops and updates the project schedule and manages tasks. 3. Monitors, manages and communicates project status. 4. Develops strategies and drives the SLED mission. 5. Communicates project status, issues and risks, solutions and mitigation strategies to Project Director and Executive Project Sponsors when needed.	Office of the State Superintendent of Education	SLED Project Manager
16*	James Moore	Employment/Wage Subject Matter Expert	1. Works with the project team to establish employment and wage data integration.	Department of Employment Services	Deputy Director Office of Policy Performance and Economics
17*	Robert Hassinger	Postsecondary Career and Technical Education (CTE) Administrator	1. Develop Postsecondary CTE Consolidated Annual Report (CAR)	University of the District of Columbia Community College	Postsecondary Career and Technical Education (CTE) Administrator
18*	Connie Spinner	Dean of Workforce Development and Lifelong	1. Support workforce data transfer 2. Administer Aspire Path project	University of the District of Columbia Community	Dean of Workforce Development and Lifelong

	Name	Project Role	Responsibility	Organization	Title
		Learning		College	Learning
19	TBD	Institutional Research Data Analyst	<ol style="list-style-type: none"> 1. Data quality error management of Banner data 2. Data analytics and dashboard development 3. Integrate Banner data with P-20W SLED. 	University of the District of Columbia	Institutional Research Data Analyst
20	TBD	Information Technology Banner Technical Specialist	<ol style="list-style-type: none"> 1. Configure Banner and integrate with P-20W SLED 2. Work with Institutional research data analyst to set up error reporting and analytics 3. Work on data transfers between stakeholder systems 	University of the District of Columbia	Information Technology Banner Technical Specialist
20	TBD	Data Quality Officer	<ol style="list-style-type: none"> 1. Monitor and evaluate the integrity of data collected at the community college to support the development of P-20W SLED system 2. Communicate with faculty and functional staff to ensure the accuracy of data entry 3. Develop a data dictionary with clear definition of all data collected at the community college 4. Produce college-wide and departmental level reports 	University of the District of Columbia Community College	Data Quality Officer

*Non-Federal funded resources

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Figure 1: America COMPETES Act Required Elements:

#	America COMPETES Act Required Data Elements	SLED Status
1	Unique student identifier	In SLED
2	Student level enrollment, demographic and program participation information	In SLED
3	Student level exit, transfer, dropout, or continuation to postsecondary institution information	In SLED
4	Ability to communicate with postsecondary data systems	In SLED
5	State data audit system assessing data quality, validity, and reliability.	In SLED
6	Yearly individual student test records	In SLED
7	Information on students not tested by grade and by subject	In SLED
8	Teacher identifier with ability to match teachers to students	A. Unique Educator Id: In SLED B. Course Code Policy: In-Process C. Teacher/Student Link: Fall 2012
9	Student level transcript information to include courses completed and grades earned	Spring/Summer 2013
10	Student level college readiness test scores	In SLED
11	Data on student transitions to secondary to postsecondary including information on remedial coursework	SLDS Postsecondary Workforce Grant Application
12	Additional data necessary to address preparation/alignment for student success in postsecondary education	SLDS Postsecondary Workforce Grant Application

Figure 2: Governance Structure Data Collection Logic-Model

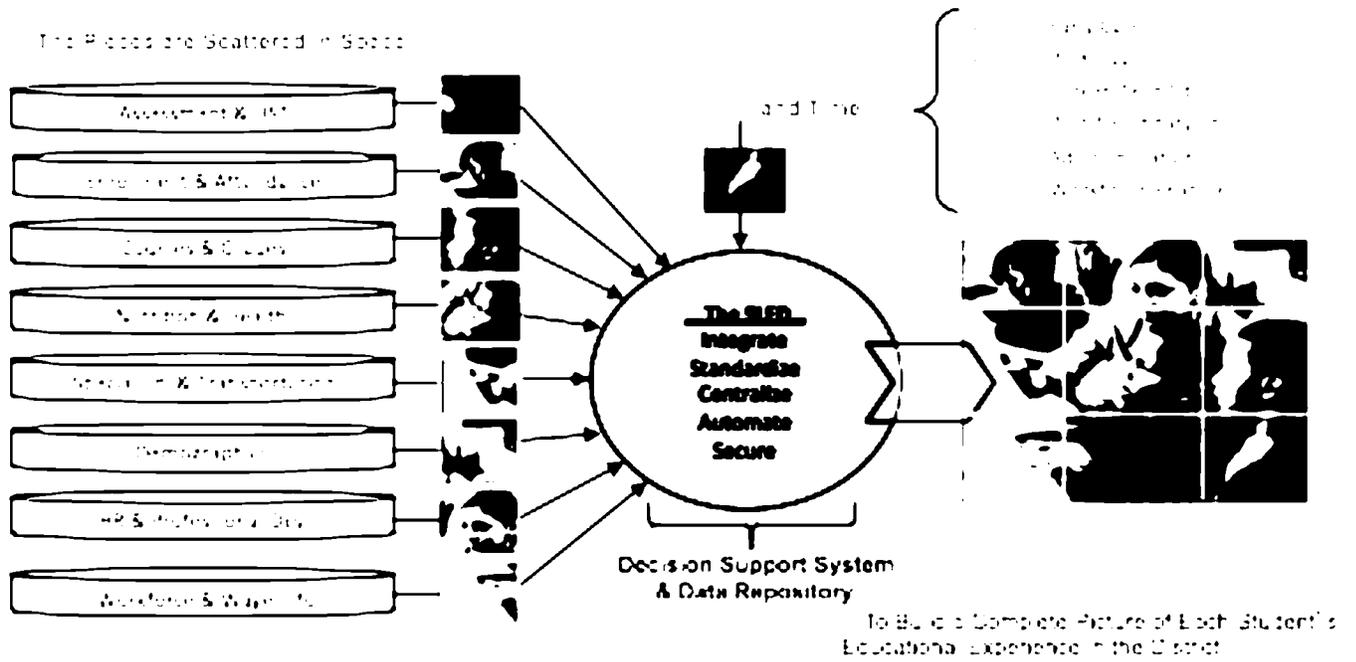


Figure 3: Governance Structure Process with regard to Data

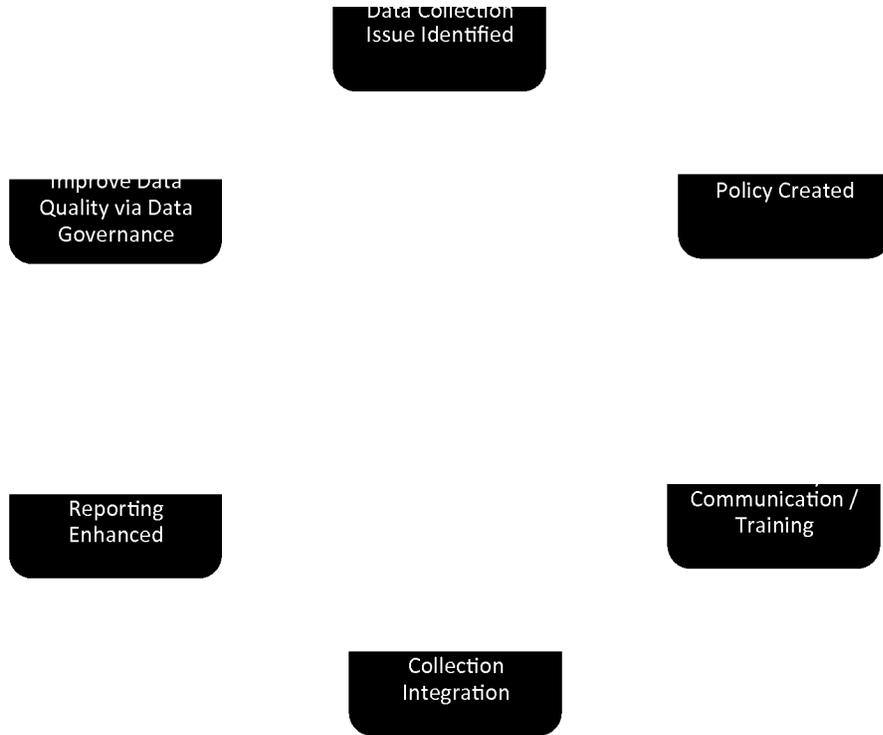


Figure 4: SLED Enterprise Wide Architecture Logic-Model

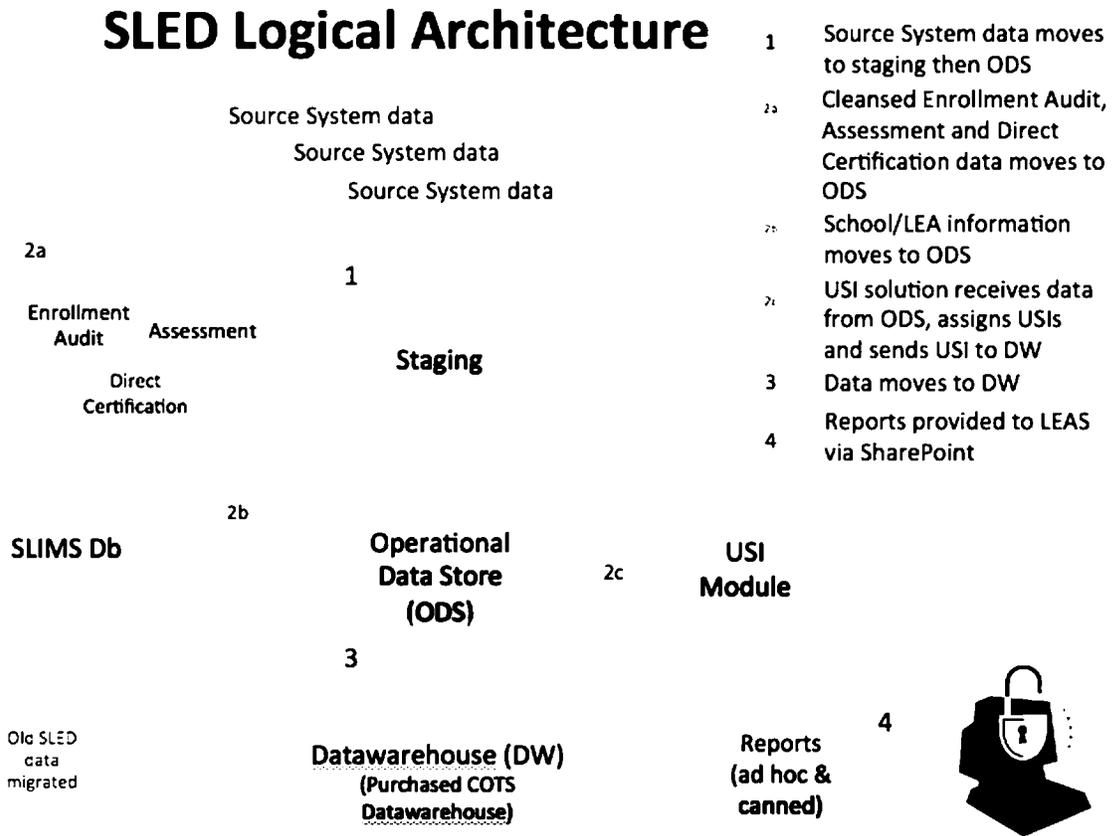


Figure 5: P-20W SLED Logical Overview

- Creates and manages unique student identifiers for every public school student in DC
- Provides ability to link longitudinal student data to track performance and mobility
- Foundation of SLED as it stores all historical student information
- Federal (ie. EdFacts) and State Reporting
- Automates the certification of participants in the federal free lunch program
- **Part 1:** Track enrollment (entry, exit/withdrawal, transfer, graduation, dropout), mobility, basic demographic and assessment data.
- **Part 2:** Student attendance, course, schedules, safety, discipline, grades and GPA.
- Unique Educator Identifier, track teachers and qualifications, demographic data, HQT, mobility, map teachers to students
- Link early childcare children to early childcare providers, special education, early warning indicators
- Electronic transcripts, college enrollment, performance and exit data analysis
- High School & postsecondary/workforce feedback reports, workforce readiness, wage analysis, early warning indicators

Figure 6: Governance Structure

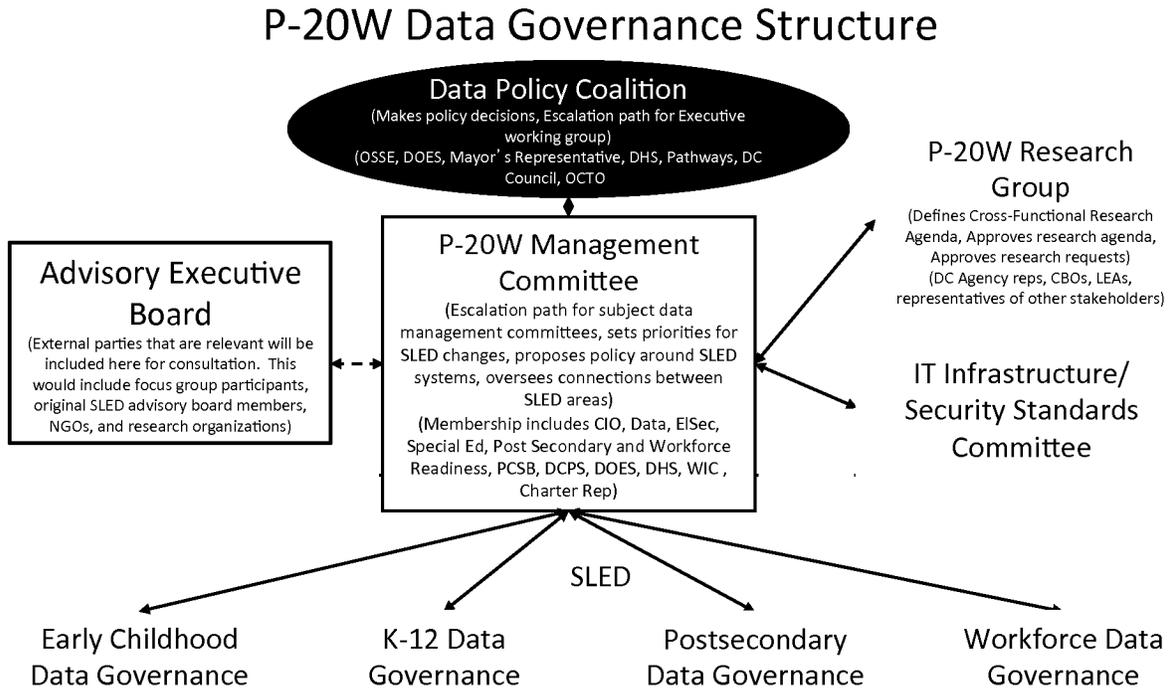


Figure 7: Data Governance: Early Childhood

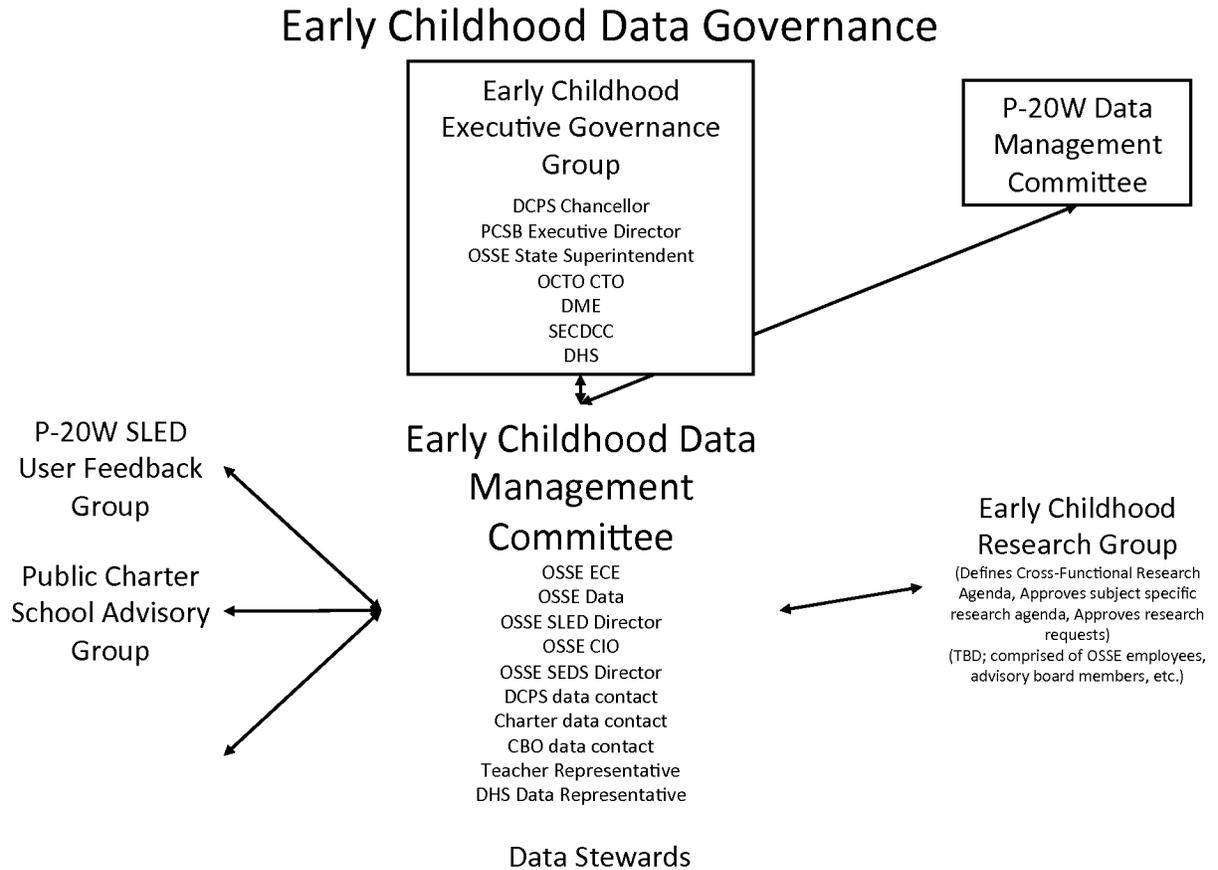


Figure 8: Data Governance: K-12 Data

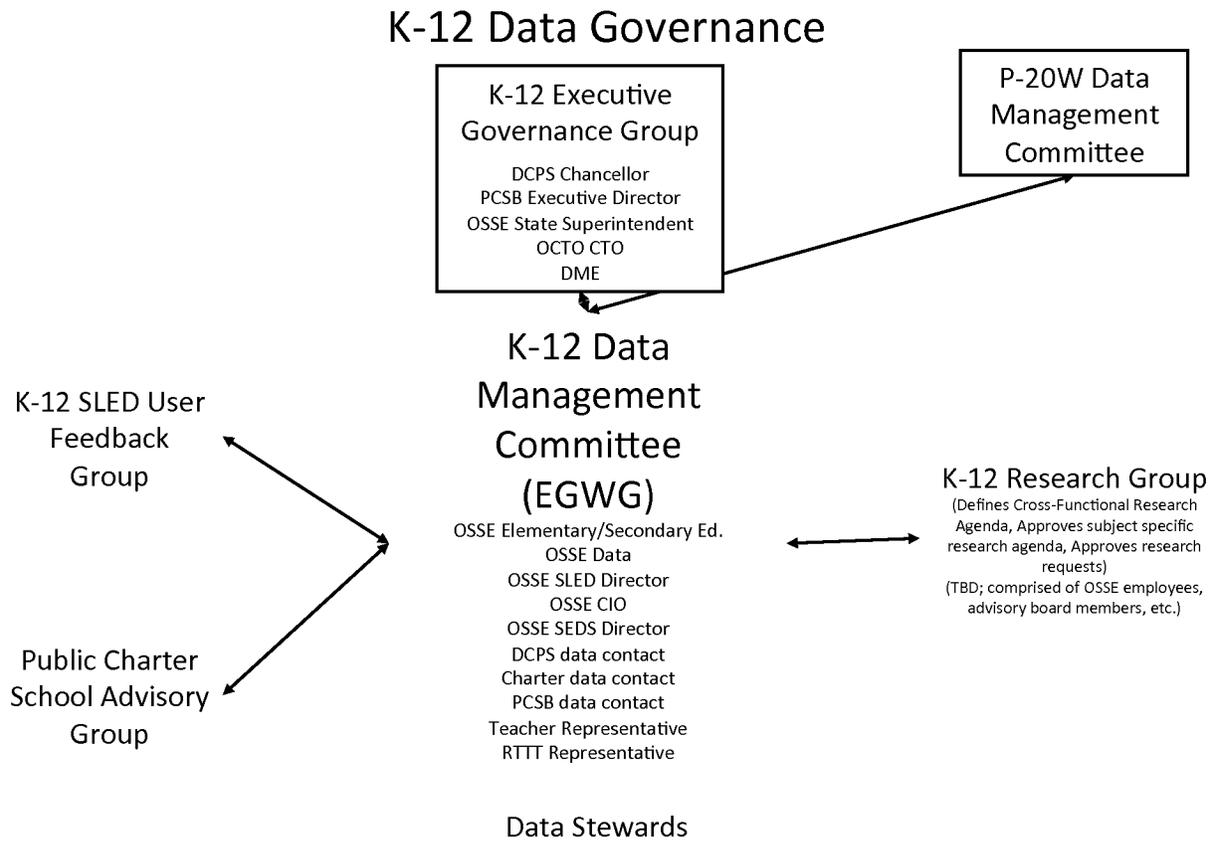


Figure 9: Data Governance: Postsecondary Data Management

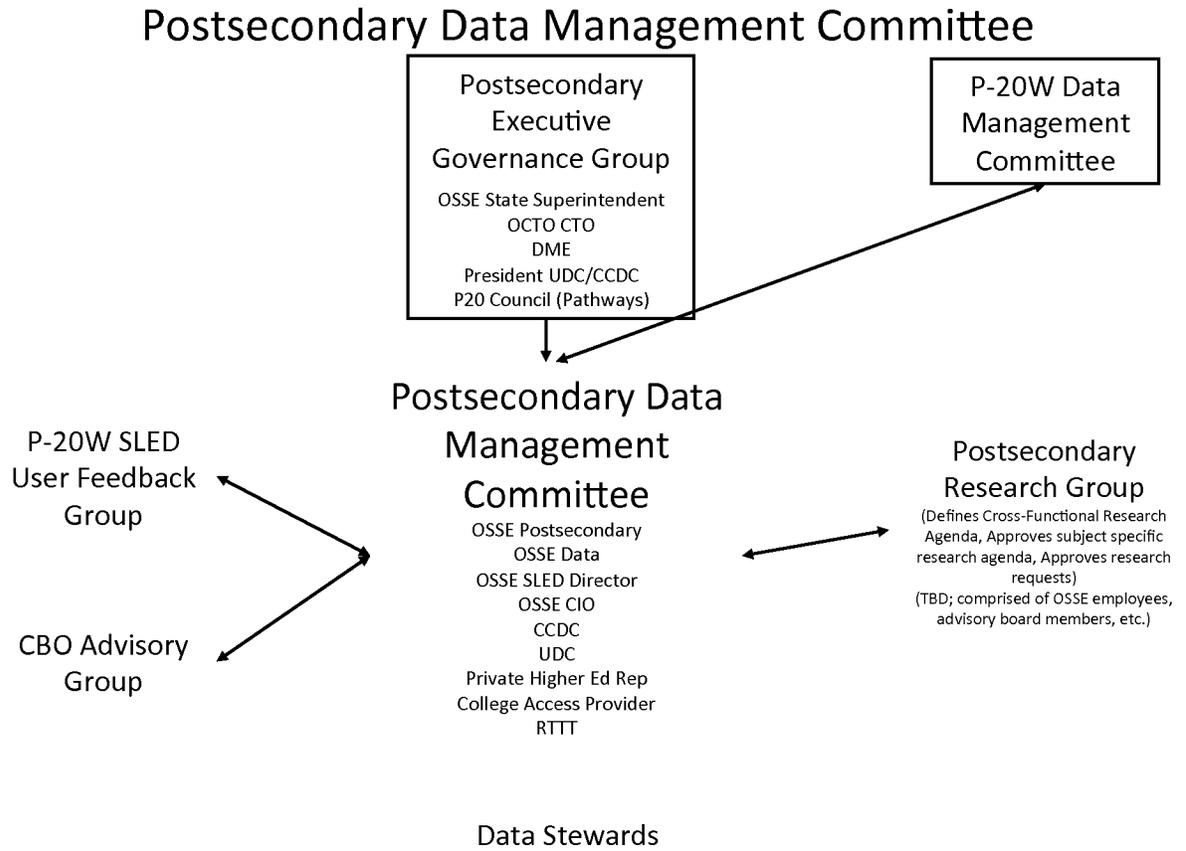
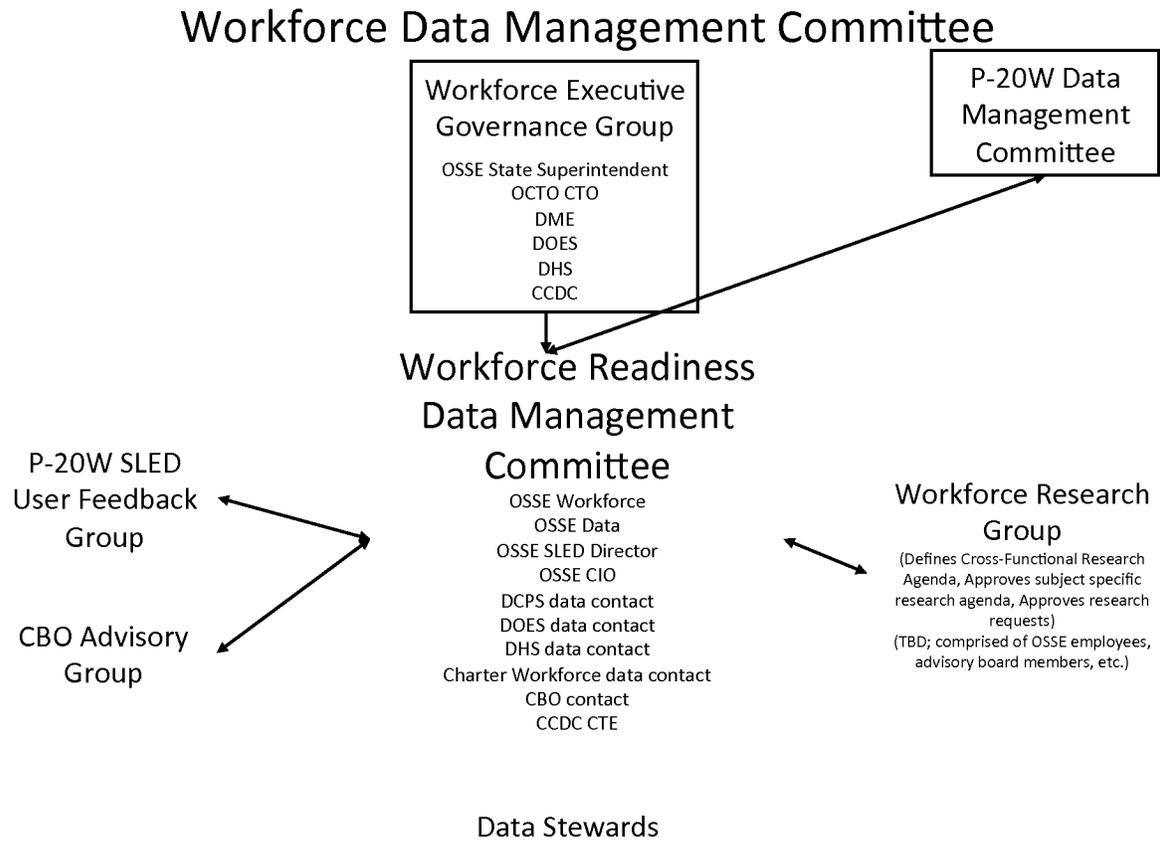


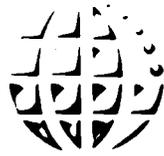
Figure 10: Data Governance: Workforce Data Management



Appendix B

Letters of Support

Postsecondary



December 8, 2011

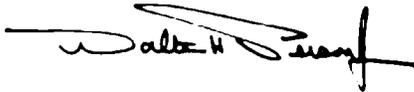
Mr. Dwight Franklin
Statewide Longitudinal Education Data (SLED) System Project Manager
Office of the State Superintendent of Education,
Office of the Chief Information Officer
Government of the District of Columbia
810 First Street, NE, 3rd floor
Washington, DC 20002

Dear Dwight,

This is to express the support and enthusiasm of Potomac College the Statewide Longitudinal Data System (SLED) enhancement project under your leadership. As we strive to meet the post secondary educational goals for students in the District of Columbia, we believe this initiative will provide needed data and information for key population segment in our service area. Additionally, I am excited about the collaborative and interactive process of the recent focus group activity. This not only provided me with a clear understanding of the macro objective to provide data for policy education development, but also the process gave me a new insights on how Potomac College will use the data to meet the goals and objectives of our mission.

It is with pleasure and confidence that I commit my personal support and that of Potomac College to the success of the U.S. Department of Education's Statewide Longitudinal Data System project. I want to thank you and the OSSE-OCIO team for your inclusive approach to this very important initiative.

Sincerely,



Walter H. Person
Vice President Assessment and Institutional Research

HOWARD UNIVERSITY

TRIO PROGRAMS
Math and Science
Student Support Services
Upward Bound

December 8, 2011

Mr. Dwight Franklin
810 First Street N.E.
3rd Floor – OCIO
Washington, DC 20002

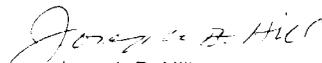
Dear Mr. Franklin:

I am pleased to provide this letter of support for on behalf of the Office of the State Superintendent of Education (OSSE) as they apply for the U.S. Department of Education's Statewide Longitudinal Data Systems Grant. This grant will support the partnership that Howard University's Upward Bound and Upward Bound Mathematics and Science Programs have with OSSE in examining data trends in the target schools that enable us to enhance the services that we provide to our participants.

Our main objective in Upward Bound is to provide low-income and first-generation college bound students with the academic skills and motivation to matriculate through high school and prepare for entrance into a postsecondary institution. OSSE has served a crucial role in identifying areas that we can focus on to help students achieve their educational and career goals.

I am certain that the many stakeholders across the city will benefit if OSSE receives the Data Systems Grant from the U.S. Department of Education. The grant will undoubtedly facilitate the generation of reports, the participation in research, and the provision of technical assistance to college access providers such as Upward Bound.

Sincerely,


Joseph B. Hill
Director

MSC590486
Washington, DC 20059



Telephone 202 806 5132
Fax 202 806 5148
www.howard.edu

University of the District of Columbia
Division of Student Affairs

Office for TRIO and College Preparatory Program

1100 Connecticut Avenue, N.W., M1130

Washington, D.C. 20004

(202) 452-1100 ext. 3000 or 3001



November 18, 2014

To Whom It May Concern:

The University of the District of Columbia's College Preparatory Programs fully supports the funding application for the Emerging Postsecondary Data Grant Application submitted by the Office of the State Superintendent.

The University of the District of Columbia has, for over thirty years, had a partnership with public, private and parochial schools in the Washington Metropolitan Area to offer college courses to high school students. The DC's Office for TRIO and College Preparatory Programs is in the Division of Student Affairs. This program assesses an internal mechanism to increase efforts to the District of Columbia community and especially to our continued commitment to the District of Columbia Public Schools. We are pleased to have been a partner with DC schools in providing services to high school students since 1988. This grant will help provide significant data for our grant requests to increase college-going rates for students who might not have other exposure. The goals of the OSSE are consistent with those of the University, which as a public institution, tries to provide appropriate and resources that support and meet high quality education and education services to citizens of the District of Columbia.

To continue this partnership with the community, the University's administrative and programmatic staff will provide the requisite data necessary to achieve the OSSE project's goals and objectives as delineated in the grant application. As Program Director, I offer my commitment that if funded, the project will receive full cooperation to provide and input can enhance the District of Columbia's information base critical to developing the District of Columbia's Statewide Longitudinal Education Data warehouse (SLED) System into a robust tool that links postsecondary and in-workforce data to the State's K-12 data.

This program is located in The Division of Student Affairs along with other college preparatory programs, and will need and use the data collected via OSSE to apply for additional funding for college preparatory programs.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sandra M. Carter".

Sandra M. Carter, Director



December 7, 2011

Emily Purse
Assistant Superintendent
For Secondary Education and Workforce Readiness
1000 Connecticut Avenue, Suite 400
Government of the District of Columbia

Dear Ms. Purse:

Please accept the letter as a show of support for the District of Columbia Office of the State Superintendent of Education's OSSE application for the U.S. Department of Education's Statewide Longitudinal Data Systems grant.

We fully support actions and programs that enhance an organization's ability to retain student data and use that information to assist institutions in determining student's needs, track education and assist in policy and decision making. We view funding such as yours as vital to improve elementary and secondary educational systems and preparing students as they enter higher education.

The grant will appear to allow your organization to provide schools and families with pertinent information in relation to post-secondary training. The more access to important information, the better choices students and parents can make to determine which educational path is best for their situation.

We fully support your application for this grant that is vital to OSSE and encourage the Department of Education to give you a full and proper review of your program.

Regards,

A handwritten signature in black ink, appearing to read "Alan Milenski".

Alan Milenski
Assistant Vice President for Undergraduate Education and
Executive Director for Student Aid



George Mason

December 9, 2011

Mr. Dwight Franklin
810 East Street, NE
5th Floor - OC 10
Washington, DC 20002

Dear Mr. Franklin:

George Mason University supports the District of Columbia Office of the State Superintendent of Education (OSSE) application for a Statewide Longitudinal Data Systems Grant. We are ready to collaborate with OSSE to develop and analyze P-12 and post-secondary workforce data.

The result will create greater knowledge of student needs and will improve the linkage with programs in higher education. We will use the resultant findings to improve our service to and recruitment of District of Columbia undergraduates.

Sincerely,


Alan G. Metten

AGM:vict

cc: Mark R. Ginsberg, Dean, College of Education and Human Development
Daniel Robb, Assistant Vice President, Enrollment Development



DELAWARE STATE UNIVERSITY

Office of the President

December 8, 2011

Mr. Dwight Franklin
870 East Street, NE
5th Floor, DC 10
Washington, DC 20002

Dear Mr. Franklin:

I am writing in support of your grant application to the United States Department of Education Statewide Longitudinal Data Systems Grant. The focus of this application is to have Delaware State University partner with your office to develop and link up several existing longitudinal data with IPEDS data currently stored in Statewide Longitudinal Data Institute Data System. Linking these types of data will fill a crucial void in our knowledge base about the extent, magnitude, development, and operationalization of more empirically-based perspectives of student needs to make programs, policies and decisions making.

This proposal is well developed, succinctly written, and fits nicely with the mission of the Delaware State University. Our offices of Academic Affairs and Institutional Research and Analysis would be pleased to participate in this very important collaborative effort. We have demonstrated expertise in working with large, multi-series data bases. In addition, we bring to the proposal the range and diversity of methodological and statistical expertise and expertise needed to achieve the project's goals.

We can offer my utmost support of this grant application as it seeks to increase our knowledge base by building a robust data repository. I sincerely hope that the Department of Education will continue to recognize the significance of this project and support the timely completion of this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Harry E. Williams".

Harry E. Williams
President

2011-12-08 10:41:41 AM EST. This e-mail and any files transmitted with it are confidential and intended solely for the individual named.



University of the District of Columbia
Office of the Provost and Vice President for Academic Affairs

December 6, 2011

Emily Darse
Assistant Superintendent
Postsecondary Education and Workforce Readiness
Office of the State Superintendent of Education
Government of the District of Columbia
810 First Street, NE, 10th Floor
Washington, DC 20002

Dear Ms. Darse:

The University of the District of Columbia is pleased to be a partner in the OSSE Statewide Longitudinal Educational Data grant proposal for a data integration project that links postsecondary and workforce data to the District's K-12 data. We believe that this pioneering effort will be a mutually beneficial enterprise assisting all agencies involved to improve student tracking and providing a wealth of information for assessing student success, policy formulation and decision making at both the institutional and the statewide levels. Additionally, it will be a powerful tool for transforming students and their families into educated consumers.

From UDC's perspective, a data integration project that connects K-12 with postsecondary levels will establish a more comprehensive monitoring/tracking system that will help us to:

- Understand the macro- and micro-level factors affecting student success – demographic, descriptive, and performance-related
- Analyze comprehensive longitudinal data on DCPS students to develop:
 - Decision-making modes
 - Prescriptive policies
 - Creative programs that address the issues of retention and success
 - Academic research on all topics related to student success

We fully endorse the development of the grant proposal and look forward to working with the project team.

Sincerely,

Graeme Baxter, J.D.
Interim Provost and Vice President for Academic Affairs

cc: [redacted]

cc: [redacted]



1000 ...
...
...

December 7, 2011

Ms. Emily Durso
Assistant Superintendent
Post Secondary Education and Workforce Readiness
Office of the State Superintendent of Education
Government of the District of Columbia
Washington, DC 20002

Dear Ms. Durso:

The Graduate School USA enthusiastically supports the grant application of the Office of the State Superintendent of Education (OSSE) to the U. S. Department of Education's Statewide Longitudinal Data Systems Grant program. The School is interested in participating in the expansion of the OSSE's Statewide Longitudinal Education Data System in order to better serve students and the District. This expanded data system will allow us to understanding the movements of students through the education system and the workforce. Through the use of this data, we expect to make better decisions regarding programs, policies and services.

We recognize that none of us alone can collect and process the longitudinal data sets needed for a complete picture of student performance. Please keep the School informed and involved as you continue to develop performance data systems in support of student success.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Lee".

Jerry Lee
President and CEO

December 15, 2011

Mr. Dwight Franklin
810 First St. NE
3rd Floor - OCIO
Washington, DC 20002

Dear Mr. Franklin:

Norfolk State University (NSU) is a proud partner with Washington, D.C. schools in providing higher education opportunities for students. With more than 300 students enrolled from the D.C. area over the last five years, NSU is eager to support data collection methods that will assist in improving retention and timely graduation. We are pleased to provide a letter of support on behalf of the District of Columbia Office of the State Superintendent of Education (OSSSE) to secure a U.S. Department of Education Statewide Longitudinal Data Systems (SLSD) Grant. This grant will establish critical electronic linkages between PreK-12 and post-secondary education.

Investing in the development of secure databases that are easily infused between multiple parties has many benefits. Linking student data across the educational landscape will provide the outcome metrics required for several stakeholders to fulfill increasing reporting responsibilities, gain a clearer perspective of student needs, and support data-driven policy and decision-making.

Norfolk State University supports the SLSD grant initiative to establish a comprehensive and secure database that will be easy to use and driven by sustainable technology for the future. Moreover, SLSD will be utilized to advocate for (not penalize) D.C. schools and post-secondary institutions in their quest to monitor and improve student access, retention and graduation.

Respectfully submitted,



Tony Atwater, Ph.D.
President

Community Based Organizations

November 30, 2011

Ms. Emily Darso
Assistant Superintendent
Post-Secondary Education and Workforce Programs
Office of the State Superintendent of Education
Government of the District of Columbia

November 30, 2011

Ms. Emily Darso
Assistant Superintendent
Post-Secondary Education and Workforce Programs
Office of the State Superintendent of Education
Government of the District of Columbia

Re: Statewide Longitudinal Postsecondary Data Grant for the District of Columbia

Dear Ms. Darso:

The YWCA of the National Capital Area is a 501(c)(3) organization of serving low-income women in the District of Columbia for over 100 years. The YWCA has been providing literacy and vocational training to women and men in the District of Columbia at the Center for Career Education. Although we serve anyone that is interested in the District and who is not required to be enrolled in secondary school, we do place special emphasis on unemployed or underemployed women that are seeking to become individuals with high school diplomas who can increase their economic status by working to develop marketable job skills that will lead to job security, stability, and encourage self-sufficiency.

Adult education serves an increasingly diverse student population including immigrants, adult with disabilities, homeless adults, and mothers participating in the parents and displaced homemakers. Adult students are served through a variety of community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, etc. Adult education requires a holistic and integrated effort consisting of the many complex combinations of interrelated parts that make up the whole.

An award of a Statewide Longitudinal Postsecondary Data Grant for the District of Columbia would create and abundance of benefits for the K-12 and postsecondary education community. A statewide data system will create a wide range of links between community-based organizations providing adult education services, community colleges, K-12 public schools as it relates to appropriate program design, implementation, assessment and planning. Accurate data on course completion, retention, placement, over time, program participation levels, supportive services received, and other outcomes as well as family demographics, is essential to the analysis of the effectiveness of keeping an adult learner engaged in becoming a role model for their children and encouraging them to learn to their children.

YWCVA of the National Capital Area
1100 S. Capitol Hill, N.W.
Washington, D.C. 20004
November 3, 2011
Dear Sir:

Access to student and adult demographic data is vital for both K-12 and adult education providers of students who may have parents seeking educational services, as we do, indicate when family literacy services or other services are needed in order to support K-12 students outside of the classroom.

Finally, a statewide data system is also needed to assist in follow-up for K-12 to effective track where public schools drop out of the system and to ensure that they are able to re-engage in some form of educational program. This information is vital to fully understand the may have had after being re-enrolled.

The YWCA is excited about the potential of this information to provide valuable data that is essential to effective programming and to ensure that the appropriate support and the development of the data system metrics are consistent with the implementation of the approved system within our current programs.

We support OSSE's application for the Statewide Longitudinal Postsecondary Data Grant to the District of Columbia and are hopeful that it will be successful.

Sincerely,



Tamara A. Smith
Chief Executive Officer
YWCA of the National Capital Area

December 13, 2011

Dwight Franklin
Office of the State Superintendent of Education, Office of the Chief Information Officer
Government of the District of Columbia
810 First St. NE, 3rd Floor-OCIO
Washington, DC 20002

Dear Mr. Franklin,

The Community Foundation is pleased to provide support for the Office of the State Superintendent of Education (OSSE) application for the U.S. Department of Education's Statewide Longitudinal Data Systems Grant. The District has long lacked a data system to help educators, parents, students, policymakers and researchers access, interpret and use data to address the needs of children, youth and adults at any point on the education to workforce pipeline. This grant will enable the District to begin to employ necessary best practices, defined by the Data Quality Campaign, to improve student performance and ensure all children and youth are prepared for adulthood. Best practices include:

- Expand the ability of data systems to link across the P-20/workforce pipeline;
- Ensure that data can be accessed, analyzed and used, and
- Build the capacity of all stakeholders to use longitudinal data.

In so doing, the current Statewide Longitudinal Education Data System (SLED) will become a critical element of the District's efforts to build a data-driven P-20 Council that strengthens the cradle to career pipeline. More specifically, linking student data across the educational landscape will build the SLED into a robust data repository that provides statistics and figures to guide program, policy and decision making in both education and workforce, and, offer students, parents and stakeholders comprehensive, easy to use dashboards that report and display vital education and workforce related data.

Sincerely,



Lee Christian Parker
Director, Education Initiatives

Benton Murphy
Program Officer, Workforce Initiatives





December 2, 2011

Mr. Dwight Franklin
810 First Street, NE
3rd Floor – OCIO
Washington, DC 20002

Dear Mr. Franklin:

Opportunities Industrialization Center of DC (OIC/DC) is pleased to write this letter of support for the Office of the State Superintendent of Education (OSSE) in conjunction with their application for the US Department of Education's Statewide Longitudinal Data Systems Grant.

OIC/DC is a 501(c) (3) non-profit, community based organization with more than 45 years of experience as a contractor with federal and District government agencies and the private sector to provide job training and placement services for youth and adults. OIC/DC's mission is to work with the government, private sector, community, employers and disadvantaged youth and adults to both prepare people to successfully enter and remain in the workforce and to meet employers' needs for qualified workers. Our core activities combine an array of workforce, education and support services and programs that are focused on job preparation. OIC/DC is a part of a national network of OIC's that provide workforce development services in more than 44 cities around the country. This network allows OIC/DC to have a direct "pipeline" to "best practices" in employment and training.

OIC/DC has greatly benefited from its ongoing partnership with OSSE. We believe that if OSSE obtains this grant, it will strategically places us in a better position to: share more post-secondary and workforce data, obtain more technical support and assistance through webinars, etc and enables us to share lesson learned, successful strategies and general experiences; thereby, enabling us to more easily identify customer needs, ultimately resulting in providing better services to our customers.

Again, OIC/DC supports OSSE's efforts to obtain this additional funding and we look forward to reaping the benefits from this grant. In the interim, if you have any questions and/or need to contact me, I can be reached at my office a 202-373-0050 or on my cell at 202-257-3123.

Sincerely,

F. Alexis H. Roberson
President/CEO
OIC/DC



December 12, 2011

Ms. Emily Durso
Assistant Superintendent
Post-Secondary Education and Workforce Readiness
Office of State Superintendent of Education
Government of the District of Columbia

Dear Ms. Durso:

College Summit works to increase the college enrollment rates of students from low-income communities in the National Capital Region and across the country by building capacity within school districts to guide all students through the college preparation and application process. During the 2011-12 school year, over 3,600 students in the National Capital Region- including over 1,800 9th-11th graders, 1,800 seniors, and over 200 Peer Leaders at 21 high schools in the District of Columbia, Maryland, and Virginia—benefited from College Summit’s curriculum.

On behalf of College Summit-National Capital Region, I submit this letter of support for your application for the Statewide Longitudinal Educational Database. Across the nation, state systems are putting SLED’s in place to provide equitable access for schools and districts on student performance. This data is essential to build community collaboration and ensure a focus on student improvement. Moreover, if we are to achieve President Obama’s goal of increasing the number of college graduates by 2020 than we must begin with a comprehensive data system that allows states to track students from pre-kindergarten through college graduation and can provide actionable data for superintendents, principals, teachers, counselors, government officials, parents and the broader community so no child is left behind.

As a community organization in the District of Columbia, we regularly work with our school partners to engage in data conversations about student performance related to post-secondary transitions. This is a tedious process and often yields limited data. The addition of a resource such as the SLED will allow us to not only know whether a student has enrolled in college but how they are performing in college and how various subgroups perform and track backwards to what went right or wrong at the school that can increase the number of students graduating from college on-time.

We are willing to support this effort in any way possible.

Sincerely,
Shana Payne
Executive Director
College Summit-National Capital Region

415 Michigan Ave, NE, Suite 350, Washington, DC 20017
Phone: (202) 269-1638 Fax: (202) 269-0555; www.collegesummit.org



**DISTRICT OF COLUMBIA
COLLEGE ACCESS PROGRAM**

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Roger W. Sant
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Sam Schreiber
Executive Vice President, Wells Fargo

President & CEO

Argelia Rodriguez
DC College Access Program

A United Way member Agency #8118
A CFC Member Agency #35078

1025 PENNSYLVANIA AVENUE, N.W. SUITE 400, WASHINGTON, DISTRICT OF COLUMBIA
PHONE: (202) 783-7933 • FAX: (202) 783-7939 • WWW.DC-CAP.ORG

Changing lives by giving every child a chance at a college education.

December 9, 2011

Ms. Emily Durso
Assistant Superintendent
Post Secondary Education and Workforce Readiness
Office of the State Superintendent of Education
810 First Street, NE
Washington, DC 20002

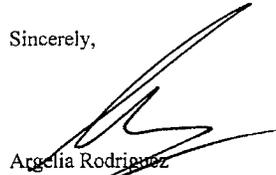
On behalf of the District of Columbia College Access Program (DC-CAP), we are pleased to give our unequivocal support to the District of Columbia's application for a Statewide, Longitudinal Postsecondary Data Grant. Established in the fall of 1999 by major Washington-area corporations and foundations, DC-CAP is a privately funded, nonprofit organization dedicated to encouraging and enabling DC public and public charter school students to enroll and graduate from college. In partnership with the DC Public Schools (DCPS) and DC public charter school systems, DC-CAP provides direct counseling and financial assistance to students who might otherwise never have the opportunity to go to college. The overwhelming majority of students served by DC-CAP are low-income, minority, single-parent households and are the first in their families to attend college. Since the inception of DC-CAP twelve years ago, the partnership between DC-CAP and the District of Columbia has been one centered on one over-arching goal: to increase the number of DC Public and Charter High School students enrolling in college and the number who successfully graduate from college. To date this partnership has been instrumental in increasing college enrollment from approximately 30% to 60% and the college graduation numbers have doubled.

The partnership formed by DC-CAP and the District of Columbia is one of the unique reforms initiated to address the many factors that limit students who aspire to a college education. Under the District's leadership, its Chancellor of Schools, OSSE, public and charter school administrators and faculties, there is an increased commitment to tackle the systemic problems that have hindered students from achieving their dreams of a college degree. In addition, there are a growing number of parents, students, and other organizations who are supportive of the reform environment which exists today and aspire for more.

It is the ideal time for the District to receive additional resources that will allow it to become the national model for a comprehensive urban school system. The provision of a statewide data system would provide tremendous benefits to the K-16 community. This data system would allow for linkages between OSSE and the community based programs that serve students in the school system. It would inform decisions around program planning, development, and assessment. In addition, it would provide accurate data on student demographics, academic achievement, attendance, retention, and graduation rates. The ability to track students past their high school years (i.e., college enrollment coupled with persistence and graduation rates) would be greatly beneficial in counseling students about "smart college selections".

With a comprehensive reform plan, committed leadership, able community partners, parent and student cooperation the District of Columbia is at the precipice of major educational changes. It is imperative that a statewide data system is in place to help guide the educational advances. DC-CAP is urging you to consider the District of Columbia's application for a Statewide, Longitudinal Postsecondary Data Grant favorably.

Sincerely,



Argelia Rodriguez
President & CEO
DC College Access Program (DC-CAP)



CONGRESS HEIGHTS
COMMUNITY TRAINING & DEVELOPMENT
CORPORATION

December 7, 2011

Dwight Franklin
810 First St. NE
3rd Floor- OCIO
Washington, DC 20002
dwight.franklin@dc.gov

Board of Directors:

Donald Temple,
Esq. Chair

Harris Jones,
Founder

David Galin

Jeanette Henry, Esq.

Robert Jones

Walter Session, Esq.

Jeffrey Toocy

Monica T. Ray,
President/Executive Director

Mailing Address:
3215 Martin Luther King, Jr. Ave. NE
Washington, DC 20002
(202) 683-5200
(202) 683-3092 Fax
www.chdc.org

Subject: Letter of support for the U.S. Department of Education's Statewide Longitudinal Data Systems Grant.

Congress Heights Community Training & Development Corporation would like to indicate our support of the community initiative which is being pursued by The Office of the State Superintendent of Education (OSSE) who have formally engaged to pursue this project in the District of Columbia.

By awarding the Statewide Longitudinal Data Systems Grant to OSSE, their organization will be afforded the opportunity to partner with a variety of educational organizations to develop and link post-secondary and workforce data with PK-12 data currently housed in OSSE's Statewide Longitudinal Education Data System (SLED)

By helping OSSE establish this link, institutions of higher learning and workforce training, college access providers, and non-profit organizations in Ward 8 expect to see immediate improvements in the area's educational landscape. This can be accomplished by allowing OSSE to build the SLED into a robust data repository that provides a wealth of information at the fingertips of both OSSE and various educational providers across the city. Some of this information includes: statistics and figures we all require in fulfilling our reporting responsibilities; a clearer perspective of student needs to guide program, policy and decision making, and, offer students, parents and stakeholders comprehensive, easy to use dashboards that report and display vital educational data.

The proposed project is aligned with the needs of residents of our community and we expect a positive impact on the following.

- ✓ **Better informed program policy and decision making efforts.**
- ✓ **Improved agility educational programming.**
- ✓ **Greater ability to assist our adult learners and families achieve educational & career goals.**
- ✓ **Boosting quality of life within the community.**

Please accept this letter as formal recognition of the value of this project in helping The Office of the State Superintendent of Education maintain and develop our role in the increasingly responsive educational reporting tools

Sincerely,



Monica T. Ray
President/Executive Director

COLLEGE

FOUNDATION

DISTRICT OF COLUMBIA



December 7, 2011

RE: Letter of Support for Office of the State Superintendent of Education for the U.S. Department of Education's Statewide Longitudinal Data Systems Grant

To Whom It May Concern:

The College Success Foundation- DC through its Double the Numbers Coalition strongly supports the Office of the State Superintendent of Education (OSSE) in its application for the U.S. Department of Education's Statewide Longitudinal Data Systems Grant.

Double the Numbers Coalition comprises college access providers in the District of Columbia from non-profits, the charter community, community based organizations, and to a lesser degree, private schools. As a coalition we have been working collaboratively to increase college preparation, access and timely graduation. Attached is a roster of our members.

The enhanced SLED is so critical to the work of Double the Numbers that we dedicated time at the November 15, 2011 meeting of the college access providers to identify data points we want collected and questions we want answered by the SLED. We are in the process of developing common outcomes for the college access community, and having a repository for this would greatly increase commitment to the outcomes and the required data collection.

The Double the Numbers work would benefit from having access to longitudinal data that helps tell the story of what helps or hinders post secondary success, as we look at the education path and choices students take earlier on. Data on the post secondary performance and choices of students, as well as the institutions they attend will greatly inform our strategies, support best practice innovations and increase accountability of the Coalition. The SLED would be invaluable in informing the education policies that our Management Team should advocate and recommend to the City to systemically increase timely college graduation.

The College Success Foundation-DC and its Double the Numbers Coalition hope that the District of Columbia will be awarded this grant.

Thank you,

A handwritten signature in black ink, appearing to read "Herbert R. Tillery".

Herbert R. Tillery
Executive Director, College Success Foundation-DC
Chair, Double the Numbers Coalition

Double the Numbers Coalition Members

1. Academic Reinforcement for Minority Students (ARMS)
2. Advocates for Justice and Education
3. American University
4. Asian American LEAD
5. Beacon House
6. Capital Partners for Education
7. Center for Student Opportunity
8. College Advocate
9. College Board Upward Bound and Educational Opportunity Center
10. College Bound
11. College and Career Connections
12. College for Every Student
13. College Summit
14. Communities in Schools of the Nation's Capital
15. Community College of the District of Columbia
16. Community Club
17. Community Foundation National Capital Region
18. Council for Opportunity in Education
19. Council on Legal Education Opportunity
20. DC Parent Information Center
21. DC VOICE
22. DC Youth Opportunity Program
23. Early College Program (Bell Multicultural High School)
24. Educational Community Involvement Program Center
25. EDUSEED
26. Everybody Wins! DC
27. Facilitating Leadership in Youth
28. Fannie Mae Foundation
29. Federal City Council
30. For Love of Children
31. Friedman Billings Ramsey Group
32. Friends of Choice Urban Schools (FOCUS)
33. Georgetown University, DC Education Initiatives
34. Georgetown University, Meyers Institute for College Preparation
35. Greater Washington College Information Center
36. Heads Up
37. Higher Achievement Program

38. Hispanic College Fund
39. Horton's Kids
40. Hospitality Public Charter School
41. The House DC
42. Jobs for America's Graduates — DC
43. Junior Achievement of the National Capital Area, Inc.
44. KIPP DC: KIPP THROUGH COLLEGE
45. Latin American Youth Center
46. Latino Student Fund
47. LINK DC — Linking Communities for Educational Success
48. Mary's Center
49. Mentors Inc.
50. Minority Scholarship Quest
51. National College Access Network
52. National Council of La Raza
53. National Science & Technology Education Partnership
54. New Futures
55. Posse Foundation
56. Reach for College!
57. Reach4Success College Information Center
58. Resources for Inner City Children
59. Senior High Alliance of Parents, Principals, and Educators
60. SEE Forever Foundation
61. SEED Foundation
62. Talent Search (TRIO program)
63. Thurgood Marshall Academy
64. Trinity University
65. United Planning Organization
66. University of the District of Columbia
67. Upward Bound
68. Urban Alliance Foundation
69. Washington Metropolitan Scholars Program
70. Washington Teachers' Union
71. World Beats & Life, Inc. (WBL) - DC Urban Arts Academy
72. Year Up
73. Youth Build
74. Youth Education Alliance
75. Youth Leadership Foundation

December 13, 2011

Dwight Franklin
Office of the State Superintendent of Education
Government of the District of Columbia
811 First St. NE
3rd Floor - OCIO
Washington, DC 20002

Dear Mr. Franklin,

The College Board is pleased to support the request by the Office of State Superintendent of Education for the District of Columbia Public Schools to the U.S. Department of Education for a \$4 million grant project to increase the capacity of OSSE's current Statewide Longitudinal Education Data System (SLED) over three years.

It is our understanding that this grant will allow OSSE to partner with institutions of higher learning and workforce training, college access providers, and non-profit organizations to develop and link post-secondary and workforce data with PK-12 data currently housed in OSSE's Statewide Longitudinal Education Data System. This will significantly increase the capacity of SLED to provide more sophisticated and informative data that is urgently needed for policy decision making.

The College Board currently sponsors two TRIO programs at the Washington Office, Educational Opportunity Center (EOC) and Upward Bound (UB). Not only will the increased capacity of OSSE SLED enhance the work of these programs, it will certainly benefit the College Board's Advocacy and Government Relations programs, which make extensive use of state-level data in presentations to lawmakers and in information provided on our web site. Please do not hesitate to contact our office if you need additional information.

Sincerely,

Marlene Gay, Director
Upward Bound

Local Education Agencies

The Booker T. Washington Public Charter School For Technical Arts

December 13, 2011

Ms. Emily Durso
Assistant Superintendent
Post Secondary Education and Workforce Readiness
Office of the State Superintendent of Education

Dear Ms. Durso:

As a grantee of Office of the State Superintendent of Education (OSSE) that provides education and training services to families, the Booker T. Washington Public Charter School for Technical Arts (BTW) fully supports OSSE in its efforts to receive the U.S. Department of Education's Statewide Longitudinal Data Systems Grant. The BTW along with the entire education system of the District has benefited tremendously from OSSE support. OSSE has enhanced the literacy, employment, entrepreneurial and technological skills of numerous learners in the District of Columbia.

OSSE has a track record of identifying promising practices through research, and disseminating the information to BTW and other family literacy providers through effective and applicable professional development and technical assistance in order to enhance learners' outcomes. OSSE's web based data management system used to report program activities and outcomes, serves to support the development of strategies that improve the service delivery system.

OSSE has successfully engaged in strategies designed to expand education services through the coordination of stakeholders. Among other initiatives, OSSE this program year fostered and facilitated a partnership with the District of Columbia Department of Employment Services (DOES), BTW and other family literacy providers that has expanded and coordinated services to residents.

This initiative is a precise fit with the needs of family literacy because of the OSSE's diversity of resources and long track of working with educational and governmental agencies on education and training issues. I feel that OSSE will use this grant to continue to support and facilitate access to and success in education, training and employment for residents of the District of Columbia.

The Booker T. Washington Public Charter School for Technical Arts strongly supports OSSE's efforts to continue to connect literacy pathways by partnering with institutions of higher learning and workforce training, college access providers, and non-profit organizations through this grant.

Sincerely,



Edward Pinkard
Executive Director

1346 Florida Avenue NW
Washington, DC 20009



Tel: 202-232-6090
Fax: 202-232-6282



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chancellor

To whom it may concern,

On behalf of the District of Columbia Public Schools (DCPS), I am excited to support the Office of the State Superintendent of Education in their application for the Longitudinal Postsecondary Data Grant.

Our schools are committed to helping students reach their full potential. To this end, we have an array of programs targeted at supporting students' career choices in preparation for college and the workforce. These programs include assistance with college applications, FAFSA assistance, career days, and college fairs.

This grant will help support the work already underway by providing meaningful data that will help target underserved students in an effort to reach a higher percentage of college acceptances. This data will also provide key indicators of success and opportunities for improvement in the services we provide while students are enrolled in DCPS.

As Chancellor of DCPS, I am encouraged by the potential of what this project will offer. The DCPS staff and I are fully committed to ensure its success so that we can receive quality data that is aligned to our K-12 student information system and will help inform how best to serve our students.

Respectfully submitted

Kaya Henderson
Chancellor



PERRY SCHOOL COMMUNITY SERVICES CENTER, INC.

128 M Street, N.W., Suite 100 • Washington, D.C. 20001 • 202-312-7140 • Fax 202-312-7145
United Way #8415/CFC #29966 • www.perryschool.org

Voted "One of Greater Washington's Best Nonprofits 2010-2011": Catalogue for Philanthropy

December 8, 2011

Mr. Dwight Franklin
810 First St., NE 3rd Floor – OC10
Washington, D.C. 20002

Dear Mr. Franklin:

Perry School Community Services Center, Inc., a community-controlled 501 (c) (3) nonprofit corporation engaged in workforce development and adult education, enthusiastically supports the application of the D.C. Office of the State Superintendent of Education to the U. S. Department of Education for a Statewide Longitudinal Data Systems Grant.

We are well aware of the importance of data-based systems in creating and evaluating educational and employment programs and services. Unfortunately too often decisions are made about programs and policies without information critical to those decisions. We have endeavored in our own programs to increase and analyze data in developing our youth and assessing programs and services. Having access to information that OSSE would be able to develop through this grant would help us create programs that ensure better outcomes for our clients, nearly all of whom are from chronically poor communities.

We welcome the opportunity to collaborate and cooperate with OSSE on this matter.

Sincerely,

Paul J. McElligott
Executive Director



3427 Martin Luther King, Jr. Avenue, SE
 Washington, DC 20020
 p. 202-563-1862
 f. 202-563-0966

December 1, 2011

Resident Panel
 Executive Council

To Whom It May Concern:

Samuel Singh
 Academic Council

Thurgood Marshall Academy fully supports the funding application for the Longitudinal Postsecondary Data Grant Application submitted by the Office of the State Superintendent.

George Brown
 Dean
 Center for Responsible Lending

Thurgood Marshall Academy has an extensive program to support our students' college preparation and application process. Thurgood Marshall Academy organizes events like College Application Night, on-site admissions sessions, FAFSA night, college visits, and a parent night for sophomore and junior students to increase the visibility and awareness of college in every grade. The school's hands-on assistance with the research and application process helped the Class of 2011 continue the tradition of 100% college acceptance.

Elizabeth Cook
 Executive
 Institute for Educational Leadership

Thurgood Marshall Academy is committed to helping students reach their full academic and personal potential. We are dedicated to supporting and assisting our students in acquiring the tools and knowledge they need to make informed decisions and live successful and fulfilling lives. This grant will help provide *significant ideas* for our grant requests to increase college-going rates for students who might not have other exposure. The goals of the OSSE are consistent with those of Thurgood Marshall Academy to provide appropriate data and resources that support and justify quality education and educational resources to students of the District of Columbia.

Janet Harrison
 President
 The Washington Post Company

To continue this partnership with the community, Thurgood Marshall Academy's administrative and programmatic staff will provide the requisite data necessary to achieve the OSSE project's goals and objectives as delineated in the grant application. As Executive Director, I offer my commitment that, if funded, the project will receive full cooperation to provide and implement data to enhance the District of Columbia's information-based practice in developing the District of Columbia's Statewide Longitudinal Education Data warehouse (SLED) System into a robust tool for linking postsecondary and/or workforce data to the State's K-12 data.

Christine E. Henrich
 Secretary
 Council School

Respectfully submitted,

Bruce Baker
 President
 Parent Council

Leanne Brown
 Director
 James O. Baker LLP

Alexander Pariza
 Executive Director

Erica Williams
 Director
 Parent Council

William L. Lee
 Trustee
 Georgetown University Law Center

Harold M. Smith
 Trustee
 Georgetown University
 Georgetown School of Business



See Forever Foundation and Maya Angelou Schools

1436 U Street, N.W., Ste. 203, Washington, D.C. 20009

Phone: (202) 797-8250 | Fax: (202) 797-8284 | www.seeforever.org

December 15, 2011

To Whom It May Concern:

The See Forever Foundation/Maya Angelou Schools fully supports the funding application for the Longitudinal Postsecondary Data Grant Application submitted by the Office of the State Superintendent of Education (OSSE).

Our mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career, and a lifetime of success. At Maya Angelou our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

"I never thought about going to college until I came to Maya" is a popular phrase heard among many of our seniors in any given year. The fact that over 70% of Maya Angelou Public Charter School graduates have enrolled in post-secondary programs speaks volumes of our division of Postsecondary Success. Comprised of our Future Focus and Alumni Services Program, students experience a continuum of programming that provides the knowledge and skills for them to plan for 'life after Maya'.

In conjunction with our own college and career readiness programming, See Forever has participated in numerous city initiatives (Double the Numbers, P-20 Council, Disconnected Youth Task Force) that focus on post-secondary degree attainment for District youth. As part of these forums, we try to be the voice for and advocate on behalf of our vulnerable youth populations (court involved youth, over aged and under-credited youth, and students identified as having special needs).

This grant will provide the capacity the District needs to monitor its outcomes around credential attainment and sustainable employment; crucial data that is missing from the educational landscape right now. Allowing OSSE to make this data available for local education agencies and non-profits will drive a feedback loop that will support the improvements and reform that is happening in the District.

To continue this partnership with the community, See Forever Foundation/Maya Angelou Schools will provide the requisite data necessary to achieve the OSSE project's goals and objectives as delineated in the grant application. As Executive Director, I offer my commitment that, if funded, the project will receive full cooperation from our organization for OSSE to expand its data warehouse into a tool that links post-secondary and workforce data to the District's K-12 data.

Sincerely,

Lucretia Murphy
Executive Director

DC Government Agencies

GOVERNMENT OF THE DISTRICT OF COLUMBIA Office of the Deputy Mayor for Education

**De'Shawn Wright
Deputy Mayor for Education**



December 14, 2011

To Whom It May Concern,

The Office of the Deputy Mayor for Education supports the funding application for the Expansion of the Statewide Longitudinal Education Data (SLED) system to include Postsecondary and Workforce data. This system, created by the Office of the State Superintendent in partnership with the University of the District of Columbia and several other District agencies, will enable the District to improve the quality and utility of data on postsecondary and workforce outcomes for all of our students.

The District has made significant strides in improving education opportunities in recent years and, under Mayor Vincent Gray's leadership, the District is continuing its improvements in student achievement. While serving as Chairman of Council of the District of Columbia, Mayor Gray championed the Pre-K Expansion and Enhancement Act that has led to universal access to Pre-Kindergarten for all District students. The District's recent application for the Race to the Top Early Learning Challenge focused on raising the quality of early childhood programs and ensuring that all District children enter school healthy and ready to learn. In 2010, the District received a Race to the Top grant and is using these funds to build statewide and LEA data systems, implement college and career ready standards, and improve measures of academic progress to support instructional improvement across the District.

This SLED expansion funded by this grant will build on our existing efforts by allowing the District to follow students beyond the PK-12 system as they progress toward college graduation and careers. Data on student success, and need for remediation, will be invaluable to improving the Pre-K-12 system and generating improved outcomes for all children. This grant will also support the interagency collaboration required to track the long-term employment outcomes and wages of students that attended District education programs. This collaboration will allow the District to improve the educational system and ensure that all children are prepared to be productive and successful adults in both college and the workforce.

As the Deputy Mayor for Education, I understand the importance of access to quality data on postsecondary and workforce outcomes for District residents. I am prepared to provide leadership and support for the inter-governmental cooperation and data sharing required to make this SLED expansion possible. I recognize the need for the type of information an expanded SLED will provide to policymakers about the impact and outcomes of District education programs. I value and support the continued protection of privacy and confidentiality of data as outlined in FERPA, even as the District works to make additional data available to researchers and policymakers.

1350 Pennsylvania Avenue NW, Washington, D.C. 20004

I welcome the opportunity to provide guidance and oversight to OSSE as they expand the SLED so that this data system contributes to higher-quality outcomes for and better decision-making on behalf of all District children. I support this request for additional funding to expand the SLED and I appreciate your consideration of the District's application.

Sincerely,

A handwritten signature in black ink, appearing to read "De'Shawn Wright". The signature is fluid and cursive, with a prominent initial "D" and "S".

De'Shawn Wright
Deputy Mayor for Education

1350 Pennsylvania Avenue NW, Washington, D.C. 20004

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Department of Employment Services

VINCENT C. GRAY
Mayor



LISA MARIA MAJORS
Director

December 15, 2010

Ms. Emily Dursi
Assistant Superintendent
Post-Secondary Education and Workforce Readiness
Office of the State Superintendent of Education
Government of the District of Columbia

Dear Ms. Dursi:

As the lead workforce development agency in the District of Columbia, the Department of Employment Services (DOES) is uniquely poised to plan, develop, and administer employment-related services to a segment of the Washington, DC, workforce. Achieving its mission will require strategic partnerships with developers, the local workforce, college and workforce preparation, occupational skill training, and education.

DOES is pleased to offer this letter of support in behalf of the Office of the State Superintendent of Education (OSSE) in its bid for the Statewide Longitudinal Data Systems Grant. The grant will allow OSSE to partner with institutions of higher education, workforce development agencies, college access providers, and other partner organizations to develop and link postsecondary and workforce data with PK-12 data currently housed in OSSE's Statewide Longitudinal Education Data System (SLED). Linking student data across the education landscape will bring the SLED into a unified data repository that provides statistics and figures we all require in fulfilling our reporting responsibilities, a clearer perspective of student needs to guide program policies and decision-making, and offer students, parents, and stakeholders a comprehensive, easy-to-use dashboard that report and display vital educational data.

Such a partnership will facilitate the collection and coordination of data that informs both and all partners on strengthening resident postsecondary and workforce success. Identifying those education and literacy factors that lead to workplace success over the long-term success for DC Residents, OSSE and other partners will benefit by understanding how program workforce success is impacted by specific educational interventions. Additionally, DOES has entered a sharing Memoranda of Understanding with VA, WV, MD, DE and PA which can in a position the quality of the data and reporting for comparison purposes.

Building on existing relations with OSSE education and workforce goals to ensure a competitive workforce, full employment, lifelong learning, economic stability, and the highest quality of life.

Sincerely,

Lisa Maria Majors
Director

4055 Minnesota Ave, N.E. • Suite 500 • Washington, DC 20015 • (202) 691-2622 • TDD

COUNCIL OF THE DISTRICT OF COLUMBIA
KWAME R. BROWN, CHAIRMAN
1350 PENNSYLVANIA AVENUE, NW
WASHINGTON, D.C. 20004
(202) 724-8032

December 16, 2011

To Whom It May Concern:

As Chairman of the Council of the District of Columbia, I support the funding application for the Expansion of the Statewide Longitudinal Education Data (SLED) system to include Postsecondary and Workforce data. This system, created by the Office of the State Superintendent in partnership with the University of the District of Columbia and several other District agencies, will enable the District to improve the quality and utility of data on postsecondary and workforce outcomes for all of our students.

The District has made significant strides in improving education opportunities in recent years and improved access to data is essential for policymakers to evaluate the status of our education system. The SLED expansion proposed in this grant will allow the District to follow students beyond the PK-12 system as they progress toward college graduation and careers. Data on student success, and the need for remediation, will be invaluable to improving the Pre-K-12 system and generating improved outcomes for all children. This grant will also support the interagency collaboration required to track the long-term employment outcomes and wages of students that have attended District education programs. This collaboration will allow the District to improve the educational system and ensure that all children are prepared to be productive and successful adults in both college and the workforce.

As the Council Chairman, I understand the importance of access to quality data on postsecondary and workforce outcomes for District residents. I am prepared to support the inter-governmental cooperation and data sharing required to make this SLED expansion possible. The type of information that an expanded SLED will provide to policymakers about the impact and outcomes of District education programs will be critical as we move forward with our education reform efforts. Throughout this process, it is important that we protect privacy and confidentiality of data as outlined in FERPA, and make additional data available to researchers and policymakers.

..

I welcome the opportunity to provide guidance to OSSE as they expand the SLED so that this data system contributes to higher-quality outcomes for and better decision-making on behalf of all District children. I support this request for additional funding to expand the SLED and I appreciate your consideration of the District's application.

Sincerely,

A handwritten signature in black ink, appearing to read 'KRB', with a long horizontal flourish extending to the right.

Kwame R. Brown

Appendix C

Resumes

EMILY F. DURSO

**Assistant Superintendent for the Postsecondary Education and Career
Readiness Division**

(Executive Sponsor)

PROFESSIONAL HISTORY:

- 2011 **Assistant Superintendent for Post-Secondary Education**
Office of State Superintendent for Education
District of Columbia Government
Management of five divisions supporting GED, Adult Literacy,
D.C. Tag College Access Program, Educational Licensure Commission
And Career and Technical Education Programs

Leading Inter-Agency initiative for College Access and Completion and
Improved Career and Technical Training in DCPS and CCDC
- 2004-2010 **President of the Hotel Association of Washington, D.C.**
Labor Relations, Member Education, Public Affairs for Industry,
Registered Lobbyist with D.C. Government and Federal Government,
Community Service Initiatives, Marketing of Value of Industry to DC
- 2001-2004 **President of EV Housing, Inc. and Home Rule Development Corporation**
Founder of Not for Profit Affordable Housing Company and
Companion For-Profit Development Company in DC and Arlington, Va.
In partnership with GiuseppeCecchi and IDI, Inc.
- 1990-2001 **President of the Hotel Association of Washington, D.C.**
Team leader in building the new Washington Convention Center and
Creating the District's marketing corporation, Destination DC
- 1985-1990 **Director of Marketing, Techworld Trade Associates**
Marketing and selling largest private development project
In D.C. for IDI, Inc.
- 1984-1985 **Executive Assistant to the Deputy Mayor for Economic Development**
Served as Administrative Director for Six D.C. Government Agencies
Under the Purview of the Deputy Mayor
- 1980-1984 **Assistant Director, Office of Economic Development, D.C. Government**
Handled all legislative Issues relating to business community,
Prepared briefings, scripts and position papers for

Economic Development Projects in the District, First Director of the Mayor's Committee to Promote DC

- 1978-1980 **Legislative Assistant, Councilmember Polly Shackleton, D.C. City Council**
Staffed the Councilmember for Legislation before the D.C. City Council, wrote weekly newspaper Column, handled Ward 3 issues
- 1972-1978 **Owner-Operator, Francis Scott Key Book Shop, Washington DC**
Full Service Book Store in Georgetown

EDUCATION:

- 1974-1976 Graduate Studies, School of International Service, American University
- 1973 B.A., History, Georgetown University
- 1969-1972 School of Social Work, Catholic University

BOARDS AND COMMITTEES:

Currently:

- Washington Convention and Sports Authority, Treasurer of the Authority
- Archbishop Carroll High School, Chair Sustainability Committee

Previously:

- Board of Directors, DESTINATION DC, 2004-2010
- Board of Directors, D.C. Chamber of Commerce, 2009-2010
- Board of Trustees, University of the District of Columbia, 2006-2008, Chair of Board 2009
- Board of Directors, Greater Washington Urban League 1984-2004
- Washington Business Coalition Member 2001-2010
- Hospitality Public Charter High School, Board Member, Facilities Chair and Founder 2000-2011

Community College of the District Board of Advisors, 2009-2011

COMCAST, Board of Advisors 2005-2011

ACKNOWLEDGEMENTS:

“Visitor Services Center Annual Award” 2011 (Supporting Ex-Offenders)

“Founders Day Award 2010” University of the District of Columbia

“Award for Philanthropy 2009” from the Washington Business Journal

“Distinguished Service Award 2008” Presented by Richard Marriott for the Hospitality PCHS

“Community Services Award 2007” from National Coalition for Justice and Inclusion

“Award for Excellence in Education 2007” from the D.C. Chamber of Commerce

Kayleen Irizarry, Ph.D.
Assistant Superintendent Elementary and Secondary Education
(Executive Sponsor)

SUMMARY OF QUALIFICATIONS

- Expertise in understanding and interpreting an assortment of federal and state legislative acts to various stakeholder groups
- Proven ability to build strong relationships across various stakeholder groups to conceptualize and effectuate change
- Demonstrated strengths in project management, resource management, strategic planning, and problem solving
- Superior attention to detail; strong communication, interpersonal, and organizational skills

EDUCATION

- Ph.D. Educational Evaluation and Policy Analysis: University of Illinois at Urbana-Champaign May 2000
- M.Ed. Educational Policy Analysis: University of Illinois at Urbana-Champaign, January 1995
- B.A. Political Science: University of Illinois at Urbana-Champaign May 1992

PROFESSIONAL EXPERIENCE

July 2011 – Present **Washington, DC**
Assistant Superintendent of Elementary and Secondary Education: Office of the State Superintendent of Education (OSSE)

- Develop and implement policies and regulations over elementary and secondary education, federal programs, school improvement, teacher recruitment/retention and English language learners.
- Ensure that curriculum and instructional supports are developed to meet the OSSE's commitment to high quality academic standards that are used to guide students' learning and, upon testing, demonstrate how well they are achieving such standards
- Develop and implement initiatives and programs that support research-based professional development opportunities for District educators that build capacity, promote professional learning communities, and support instructional practices focused on improving student achievement
- Collaborate with staff in schools, local education agencies, as well as with colleagues in the OSSE, the Council, and across the nation to achieve OSSE goals and objectives.

- Provide guidance, counsel, and instruction to division directors on both technical and administrative matters; and help to make technical decisions on problems presented by division directors, staff and external constituents
- Oversee the planning, direction, and timely execution of programs and services; approval and management of multi-year and long range work plans, schedules, staffing needs, goals and objectives; establishing performance measures for the office and evaluation of program effectiveness; analyzing and evaluating local and federal legislation to determine its effects on the development or implementation of identified policy priorities, programs and operations; and evaluating and monitoring program outcomes for compliance with measurable objectives.
- Provide reports, budgets, testimony, and policy briefs for the Office of the State Superintendent of Education, the State Board of Education, the Mayor, the Council of the District of Columbia, community organizations, local and national education organizations, and other stakeholders.

December 2005 – July 2011
Illinois

Chicago,

Officer, Office of Grants Management and Administration: Chicago Public Schools

- Provide functional guidance to assist in policy setting and decision making to departments, schools, and stakeholder groups on various Federal and State legislations including ARRA, NCLB Titles I, II, III, IV, and V, Perkins, McKinney-Vento, Head Start, and IDEA and Supplemental General State Aid (SGSA) serving 409,000 students at 675 public and charter schools
- Act as a liaison on matters relating to grants and programs with various funding agencies including the Illinois State Board of Education, City of Chicago, and the US Department of Education
- Oversee the grant development, submission, implementation, evaluation, compliance and reporting of \$2.8 billion in federal and state supplemental funds
- Supervise the provision of \$17 million worth of federally funded services in the areas of instruction, counseling, professional development, parent involvement and other support services to over 71,000 students in 250 private schools, 7 Residential Homes for Neglected Children, and 26 Homeless shelters
- Manage 48 department personnel, 41 full time and 322 part-time CPS teachers/staff and 13 contracts with various vendors

November 2002 – December 2005
Illinois

Chicago,

Director, Department of Funded Programs: Chicago Public Schools

- Provided functional guidance to assist in policy setting and decision making to departments, schools, and stakeholder groups on Supplemental General State Aid (SGSA) and No Child Left Behind (NCLB) Titles I, II, III, IV, and V
- Oversaw the grant development, submission, implementation, evaluation, compliance and reporting of \$700 million in federal and state supplemental funds
- Supervised the provision of federally funded services in the areas of instruction, counseling, professional development, parent involvement and other support services to over 63,000 students in 280 private schools and 8 Residential Homes for Neglected Children.

November 1998-November 2002
Illinois

Chicago,

Principal Consultant, Division of Grants Management: Illinois State Board of Education

- Evaluated federal and state programs in Chicago Public Schools, Cook, Lake, DuPage, and Will County Districts for fiscal and regulatory integrity
- Researched and analyzed operating systems for use in state policy decisions
- Provided functional guidance to district personnel and coordinated annual workshops and grant approval processes

September 1993-June 1995
Illinois

Chicago,

Transitional-Bilingual Teacher: Chicago Public Schools

- Taught 1st grade to 35 Spanish speaking students at Sydney Sawyer School in the 1994-1995 school year
- Taught Spanish as a second language to students in grades K to 8 at Morton Career Academy in the 1993-1994 school year

ACTIVITIES

Author

- Irizarry, Kayleen (2000). Support, Achievement, Excellence, Success: Experiences of Under-represented Students in a Pre-College Academic Support Program. Dissertation.
- Flores, Carmilva S. and Irizarry, Kayleen. (1998). "Maintaining Change: Pedagogical and Organizational Reform Following Three Years of Academy Support" in Renewal and Transformation. CIRCE: University of Illinois at Urbana-Champaign for The Teachers Academy of Mathematics and Science, Chicago.

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

- Graduate College Mentorship Program, University of Illinois at Urbana Champaign (2010-present)
- Diverse Grad Alumni Affiliate Working Group, University of Illinois Alumni Association (July 2011-present)
- Government Finance Officers Association (2002-2011)
- Council of the Great City Schools (2002-2011)
- Illinois NCLB Title I Consolidated Committee of Practitioners (2002-2011)
- Illinois NCLB Title I Statewide System of Support Regional Service Provider (2005-2011)
- Illinois NCLB Statewide Conference Planning Committee (2002-2011)

Jeffrey Noel
Director, Office of Data Management
(Executive Sponsor)

. Summary

As a leader in performance analysis, educational data strategy, educational data system implementation, and education data analysis empower changing and growing organizations over the past 15 years in diverse settings.

Experience

Director, Office of Data Management Washington, DC

Office of the State Superintendent of Education 11/2011-Present

- *Responsible for data collection, analysis, and dissemination for the state education office of DC.*
- *Improving quality of P12 data governance, clarifying data request process, assisting in developing new quality measures for dc schools*

Assistant Director of School Quality Washington, DC

FOCUS 2/2009-11/2011

- *Developed the FOCUS School Quality database providing easy access to DC performance data. Worked with nonprofit organizations in 5 states to replicate the process, and produced training for charter associations nationally on developing data dashboards.*
- *Created workshops and presentations at state and national conferences on understanding educational performance, data systems, developing goals and strategies for use of data, and technology planning.*
- *Collaborated with schools, nonprofits, OSSE, and PCSB to develop a functional longitudinal data infrastructure including SEDS, SLED, and connections to other systems.*
- *Performed analysis of DC school data to identify policy issues. Prepared impactful visuals to support policy decisions in a transparent and credible manor for presentation to elected officials and the public. Evaluated the credibility of analysis of DC education for high-level stakeholders.*
- *Turned a new grant funded position at FOCUS into a nationally respected department through planning, hiring, building capacity in others, achieving quick wins, and developing a shared vision.*

- *Managed national conference on evaluating technology in education.*

Consultant
Noel Enterprises

Dayton, OH
8/1999-7/2003

- *Created databases and internet systems for private, technical, and higher education programs including payroll system, HR, content retrieval system, and management systems.*

Technical Assistant
Ann Arbor Public Schools

Ann Arbor, MI
8/1997-8/1999

- *Implemented new student information system across multiple high school campuses. Developed custom student reporting database for narrative based report cards at school for at risk students.*

Education

M.A. Educational Leadership and Administration
George Washington University 8/2010-8/2012(expected)
3.92 GPA

B.S. Information Technology
Western Governors University 08/2004-08/2008
Capstone Project: Educational Data Tracking in special education

Thomas J. Fontenot

Chief Information Officer

(Executive Sponsor)

SUMMARY

Over twenty years of extensive technology engineering and management experience in support of mission-critical I.T. systems in a variety of platforms and environments. Prefer a position which allows me to identify strategies, manage I.T. direction, design and implement new technology solutions in support of strategic objectives within a large environment.

PROFESSIONAL HISTORY

DISTRICT OF COLUMBIA, STATE SUPERINTENDENT OF EDUCATION,, WASHINGTON, DC

2008 - PRESENT

Chief Information Officer \ Chief Technology Officer
present

2009 -

- Senior advisor to agency management on technology investments and initiatives
- Providing leadership in ensuring appropriate technology usage
- Developing IT technology standards and protocols inline with federal\local requirements and industry “best practice;”
- Assesses new and emerging technologies to determine application to agecny programs and services
- Identify and oversee business process driven technology improvements
- Manages and chairs the IT change control board
- Identifies and evaluates new technology developments and gauges applicability to business processes by providing the Solution Architecture that satisfies business goals and objectives;
- Maintains a current working knowledge of IT best practices and innovative solutions within both government and industry;
- Develops, recommends, influences, and evaluates technology support, infrastructure operation, COTS, custom applications, and governing policies;
- Cultivates and maintains knowledge regarding IT best practices and innovative solutions;
- Oversees and coordinates with all IT Initiatives/Projects
- Recommends, develops, integrates, administers, and evaluates policies, procedures, and standards needed to provide flexible and cost-effective IT services (specifically related to Web Services, Software Development Life Cycle, Technology Refreshment, Solution Architecture, and Technology Research and Collaboration);
- Solves IT business issues while managing IT costs and risks;
- Defines essential education and training required for the implementation, operations, and maintenance of department information technology.

Director of Infrastructure

2008 - 2009

- Responsible for the creation and staffing of the Infrasture Support Team
- Responsible for identifying I.T. solutions, writing of RFI/RFPs, evaluating submissions and execution of procurement following District standards and guidelines to include City Council Briefings and Hearings.
- Managed both Operational and Capital budgets, agency receivables and project spending

- Responsible for all IT related hardware to include PCs, Peripherals, Network Gear, Telephony, and LAN/WAN cabling
- Responsible for all IT related data and physical security
- Project Manager
 - Multiple Software Deliveries
 - IT Inventory
 - Hardware Refresh
 - Active Directory Migrations
 - LAN/WAN Installations
- Responsible for delivering 99.99% availability of the agencies servers and applications

DISTRICT OF COLUMBIA, OFFICE OF THE CHIEF TECHNOLOGY OFFICER, WASHINGTON, DC

2001 - 2008

Director of Enterprise Server Operations

2002 - 2008

- Responsible for developing the District of Columbia's Enterprise Server Operations Program
- Grew the Server Operations Program from a staff of 3 to 24, was responsible for the creation of position descriptions, hiring and management of all employees and contractors.
- Responsible for identifying I.T. solutions, writing of RFI/RFPs, evaluating submissions and execution of procurement following District standards and guidelines to include City Council Briefings and Hearings.
- Managed both Operational and Capital budgets, agency receivables and project spending
- Manage a staff of 21 engineers covering 24/7/365
- Project Manager for:
 - The District of Columbia's enterprise server migration initiative, consolidating of physical sites and mission critical servers with a first year savings of over 3.5 million dollars
 - The District of Columbia's 21 million dollar Microsoft Enterprise License Agreement
 - The LANDesk deployment to 18 thousand desktops across the enterprise
 - The deployment of the Patch Link Management tool to 500+ servers which reduced reoccurring monthly costs of fifteen thousand dollars
 - The Districts VMWare Infrastructure Farm, the first 18 months we consolidated 200 physical servers down to 14.
- Managed the day to day operations of multiple co-location server farms, rack configuration, and power requirements for the Districts data centers serving over 30,000 users.
- Solely responsible for the District of Columbia's Core Infrastructure Servers to include but not limited to DHCP, 60+ Domain Controllers, WINS Servers, Application Servers, Web, File and Print
- Routinely achieved monthly availability rates of 99.9% for 500+ enterprise server's through the 24/7 SOC
- Performed LAN/Server assessments and provide recommendations for upgrades and replacement
- Planned, Designed, Implemented Windows NT and Windows 2KX Server migrations
- Responsible for the Enterprise Storage Area Network consisting of Hitachi, EMC, and Dell storage devices, Brocade and McData switches as well as the Storagetek enterprise tape libraries.

Information Technology Security Officer

2001 - 2002

- Responsible for developing the District of Columbia's first Information Security Program
- Responsible for the design and implementation of the Districts enterprise virus protection program which to date has kept the city's data free of viruses and malicious code.
- Implemented both the enterprise VPN and Intrusion Detection systems
- Assessed and developed secure strategies to ensure data integrity with-in various applications running across DC's Wide Area Network.
- Assisted in the transitional move of DC's firewalls from an out-sourced managed model to an in-house support structure producing a cost savings 2 million dollars per year and less reliance on outside sources

WEBVERSA, INC, FAIRFAX, VA

2000 - 2001

Network/Security Operations Manager.

- Responsible for all 24/7 activities executed by the NOC / SOC
- Monitor the performance and service availability of the global network
- Generate service performance reports and recommendations
- Set escalation procedures
- Identify areas of exposure and potential system outages and down time
- Develop and monitor probes in the global Webversa Network
- Oversee work schedules, training, and overall readiness of the NOC

INTUIT, INC, FREDERICKSBURG, VA

1993 - 2000

Network and Systems Technical Support Manager

1997 - 2000

- Oversee day-to-day operation of the technical call center
- Perform Project / Process Management
- Handle escalated technical issues and determine appropriate mitigation
- Routinely handle irate customers with tact and good judgment
- Train new hires on Network, Systems, and Operating Systems
- Complete daily and weekly analysis of call center statistics to improve overall team performance
- Work directly with Product Management to enhance current product(s)

Senior Systems Engineer

1994 - 1997

- Directly responsible for the complete life-cycle implementation and management of Intuit's businesses systems
- Working with a team of engineers, virtually overnight, we configured, setup, and deployed, cubicles, cable plant, desktops, servers, phones, and all miscellaneous peripherals required to support a functional business unit. We did whatever it took to have all systems operational and ready for business the next day
- Performed "Cradle to Grave" troubleshooting and integration of all systems and software run by the various business units
- Maintained and troubleshot a 700 node heterogeneous network, including all desktop hardware and software, cable plant, user administration, and the daily back-up and maintenance of Intuit's enterprise servers and critical business systems
- Additional responsibilities include the maintenance and troubleshooting of Intuit's corporate Lotus cc-mail server, as well as supporting the telecom manager in the setup and maintenance of Intuit's ATT switch and 700 node Telco

EDUCATION

ECPI – AA Computer Information Systems

Kennedy-Western University / Intuit – BS Management Information Systems

William D. Henderson

Postsecondary Education and Career Readiness

(Project Director)

Program Manager
Government of the District of Columbia

January 2009 – Present
Office of the State Superintendent of Education

Manage a staff of over 20 professionals concerned with leading and coordinating the formulation of the budget, legislative and regulatory analysis, data collection and evaluation strategies, and management improvement for programs in the Office of the State Superintendent of Education (OSSE).

Manage support staff engaged in continuous review and analysis of OSSE and related agency programs to allocate budget resources, ascertain program effectiveness, stimulate program and management improvements, and review and assist in the development of budgetary, legislative, and regulatory proposals.

Direct staff in working with OSSE and agency staff to improve the management and efficiency of agency programs. Coordinate closely with the Chief of Income Maintenance in the review, analysis, and presentation of programmatic areas and educational initiatives of the underserved population.

Develop a comprehensive and accurate understanding of the branch's assigned programs and, where relevant, their relationships to programs in other agencies; identify needs and establish priorities for the branch's analytical and other activities; alert higher level staff and officials to opportunities, problems and events of which they should be aware, and ensure that the branch's work is undertaken and completed in a professional and timely manner.

Billing Specialist
Level 3 Communications

May 2008 – December 2008

Liaison between Level 3 Communications and the U.S. Department of Defense regarding non-recurring maintenance (NRM) and telecommunication architectural design (TAD). Coordinated and managed the overall financial management of the NRM and TAD projects. Monitored and reported on status and progress of telecom projects, checking on work-in-progress to ensure project timelines are met; estimated and reported to the acquisition team and upper management on progress in meeting established milestones and deadlines for completion of telecom assignments, projects, tasks and ensured that all team members were aware of and participated in planning for achievement of office goals and objectives.

Performed procurement planning and served as an advisor to the senior managers; aided program personnel in defining requirements, writing specifications and statements of work, and developing the time schedule for acquisition. Advised technical personnel as to inadequate, ambiguous or vague specifications to avoid government liability and assisted contracting officer in conducting negotiations in both pre-award and post-award phases for all competitive and noncompetitive procurements.

Telecom Specialist
Verizon Business

February 2006-May 2008

Provided management oversight to telecommunications and information technology activities and performed technical analysis to prepare conceptual plans and proposals. Prepared technical specifications and statements of work and coordinated with Federal, State and Local Governments on proposals and deliverables.

Coordinated the preparation of and reviewed telecommunications and information technology statements of work. Planned, developed, and conducted analyses to identify requirements for new or enhanced networks, Video Tele-conference (VTC) and/or Red/Black voice and data requirements. Monitors contractor performance and served in a liaison capacity between contractors and government agencies to resolve a wide variety of problems involving high-value telecommunication systems.

Served as a technical advisor for the business center and governmental agencies as technical expert for all telecommunications and information technology inputs into Command, Control, and Communications systems planning, designing, engineering, developing, testing, and turnover to the customer.

Implemented telecommunication, information technology programs and special projects. Served as a project manager responsible for directing and managing evolutionary engineering upgrades of secure/non-secure voice telecommunications activities on a continuous basis, sustaining total access and use of these assets by agencies and appropriate staff.

Planned and developed methods, procedures, policies, and techniques governing decisions on telecommunication and information technology systems. Kept abreast of emerging technologies and developed plans, designs, and specification for various types of communications and computer systems projects.

Service Administration (GSA), Office of Management and Budget (OMB) and Congress. Oversaw and ensured the development of the annual budget, quarterly reviews and justifications for program budgets.

**Operations Manager
Government of the District of Columbia**

**July 2003 – February 2006
Office of the State Superintendent of Education -**

Managed a staff of over 10 professionals concerned with leading and coordinating the formulation of the budget, legislative and regulatory analysis, data collection and evaluation strategies, and management improvement for programs in the Office of the State Superintendent of Education (OSSE).

Developed and maintained operational procedures, standards and best practices. Created and updated manuals assigned and reviewed work and evaluated staff performance. Served as advisor to the State Director in the formulation, implementation, and assessment of operations practices, policies, and procedures. Advised the State Director of the status of current operations and the effectiveness of present office practices and efficiencies and improved on customer service within the department.

Ensured implementation of standardized administrative practices and procedures. Established and adjusted long-range schedules, priorities and deadlines for completion of work assignments. Coordinated work schedules within office operations and identified training initiatives and recommended training as needed.

Developed operating guidelines to implement procedures, methods and other work related changes. Analyzed and interpreted legislation, administrative office directives, and office operations. Recommends modifications and changes to local procedures and rules; publishes local rules for comment.

Director
Allegiance Telecom

April 2000 – December 2002
Wholesale Corporate Division

Planned and directed the Wholesale Corporate Division by providing contracting advice and services to ensure the successful completion of a \$200M telecommunication project. Established future procurement requirements and developed annual and long-range plans dependent on the changes in the overall program. Forecasted, future division telecommunication and office needs and activities. Implemented agency-wide telecommunication policy and advised management and contracting officers on contracting actions, contracting procedures, and policy interpretation, which include formulating programs and concepts to reflect the utilization of resources.

Directed the full range of contract administration actions including, the issuance of contract modifications, negotiation of contract changes, resolution of contractor delays, and disposition of claims. Developed and established the contractual and acquisition strategy and possess authority for all contractual actions and phases of the program. Coordinated with engineering organizations and the financial manager to conduct contract negotiations, perform cost and/or price analysis, and evaluate the responsiveness of the contractor's bid and offer to the solicitation.

Telecommunication Specialist (b)(6)) **January 1992 – April 2000**
MCI Worldcom

Assisted in planning, developing, managing, recommending, and programming all aspects of voice, data, video, satellite and interoperability telecommunications policy. Reviewed and provided analysis and guidance on telecommunications issues, point papers and briefing. Developed and maintained strategic information resources management and telecommunications plans.

Education

MBA
Trinity University, Washington DC
Graduation Date: May 2001

B.S. Business Administration
Trinity University, Washington DC
Graduation Date: May 2007

Dwight T. Franklin, PMP

Project/Program Manager

PROFESSIONAL EXPERIENCE

Professional Management Consulting Services

April 2006 - Present

- Implement the strategic goals and objectives of the organization
- Manage client accounts.
- Set and manage the strategic vision, strategy and policies for the firm.
- Formulate policy and planning direction of the firm.
- Oversees operations of organization
- Implements organizational plans
- Manages human resources of organization
- Manages financial and physical resources
- Decides or guides courses of action in operations by staff
- Oversees internal process designs, establishes operational metrics and controls, marketing, promotion, delivery and quality of programs and services

Professional Management Consulting Services, LLC Office of the State Superintendent of Education (OSSE) Project/Program Manager

July 2007 - Present

- Project/Program Manager for the Office of the State Superintendent of Education's (OSSE) Statewide Longitudinal Education Data (SLED) system project.
- Developed and managed the SLED project schedule.
- Perform Independent Verification and Validation (IV&V) for the SLED project.
- Developed SLED project plans to support SLED Request for Proposal Development, SLED Development and release schedules.
- Coordinated data governance initiatives to improve data quality, data management, business process management, risk management and policy development within OSSE.
- Developed strategy and coordination with the Department of Education for grant funding and grant management.
- Develop data integration, communication, organization change management and testing plans.
- Developed training strategies/documentation and conducted Local Education Agency (LEA) trainings.
- Develop strategy for coordination with the Public Charter School Board to create data sharing agreements, collaboration, business process enhancements, data quality improvement and integration.
- Coordinate the strategy development of using SharePoint 2007 and 2010, Sql Server Reporting Services 2008 for improved reporting functionality for the SLED.
- Analyze District Government DC Public School and Public Charter School Student Information System environment.
- Create strategy and project plans to integrate SLED with Public Charter School Student Information Systems.
- Executed strategy to upgrade Public Charter Schools that use PowerSchool Student Information System at no cost to the Public Charter Schools.
- Coordinate with DC Public School System to integrate the DCPS student information system with the SLED.

- Coordinate with the Special Education Data System to create communication processes to streamline efforts to improve data quality.
- Assist in the creation of OSSE Policies and procedures to support OSSEs efforts to improve data quality amongst the Local Education Agencies and within OSSE.
- Coordinate with the higher education grant programs to identify needs, areas of improvement and develop strategies to incorporate in the SLED for improved data reporting.
- Created the Unique Student Identifier request for proposal to support the Special Education Data System.
- Gained an understanding of the Special Education Individualized Education Plan (IEP) process and reporting needs to incorporate in the SLED RFP and SLED integration with the Special Education Data System.
- Managed SLED project charter development and requirements gathering for Unique Student Identifiers, Direct Meal Certification with Income Maintenance Administration at Department of Human Services, Student Tracking System, Teacher Tracking System, Data warehouse and decision support components.
- Documented No Child Left Behind (NCLB) and EDEN/EdFacts requirements gathering for SLED RFP.
- Coordinated with OSSE staff for SLED project engagement, requirements gathering and business process reengineering.
- Developed SLED budget analysis.
- Provided SLED strategy expertise for communication, organizational change management and project implementation.
- Managed requirements gathering, business process reengineering, documentation, development, quality assurance and production implementation for the OneApp and Nutrition Services Application and Claims Processing System applications.

Professional Management Consulting Services, LLC
Office of the Chief Technology Officer
Project/Program Manager

May 2006 – June 2007

- Managed the business process re-engineering, design and development of OSSEs internet based (.Net, Sql) OneApp Application that manages over \$40M in higher education grant funds, which was the first and only District Government Internet based application that received the 2006 International Digital Education Achievement award from the Center for Digital Education Award.
- Managed the business process reengineering, requirements gathering, system/database design, quality control and development of Phase 1 of the Nutrition Services Application and Claims Processing System (NSACPS) to include the Free Summer Meals Program, Child and Adult Care Program and Nutrition Services Lunch Program. (.Net, Sql)
- Lead Joint Application Development (JAD) efforts to gather requirements for the Nutrition Services Application and Claims Processing System.
- Developed the project plan and requirements documentation for Phase 1 and 2 of the Nutrition Services Application and Claims Processing System.
- Managed client relations and change management for system/business changes and enhancements.
- Developed the strategy, project charter and project plan for the State Longitudinal Education Data Warehouse Program, which includes the Student Tracking System, Unique Student Identifier, Blackman-Jones Reporting System, Data Warehouse, State Special Education System and the Stakeholder Dashboard System projects.
- Investigated technology solutions that can improve education related instruction and business process
- Managed the Education Technology Office within the Office of the Chief Technology Officer to assist the Mayoral priority of improving DC Public School education by developing and coordinating the strategy, plans and creative solutions to provide technology services to the DC Public School system that will help with improving student learning in the classroom, teacher instruction and DCPS business processes.

THOMPSON, COBB, BAZILIO & ASS.
OFFICE OF THE CHIEF TECHNOLOGY OFFICER
PROGRAM MANAGER

May 2000 – May 2006

- Managed the requirements gathering, business process re-engineering, design, .Net code and SQL 2003 database development, quality control, implementation, training and production support of the DC State Education Office's higher education financial aid grant application (OneApp) for the DC Tuition Assistance Grant, DC Leveraging Educational Assistance Partnership and DC Adoption Scholarship programs.
- Led focus groups to document and analyze business processes and gather requirements and reporting needs for the DC State Education Office, Nutrition Services department.
- Managed the design, development and implementation of a grant management application, which included the implementation of an Internet grant search application, online State Single Point of Contact form, automation with the Federal Government's grants.gov database and an online intranet administrative site for managing the application and report generation tools.
- Managed the design, development, conversion, and implementation of a city-wide COTS website content management tool, which included developing project plans, user acceptance testing, managing tasks, architectural designs, negotiating contracts and managing a \$2 million budget for the implementation of Dynamic Site Framework. The deliverables for this project included the implementation of a DC Government city-wide website management tool, training for the DC Government 80+ agencies, convert 80+ agency websites from the static HTML website to the new content management tool, develop support processes to manage the operational support of the websites.
- Facilitated and managed the design and implementation of over 30 District Government agency website projects within one year, which was instrumental in boosting the District Government's portal to being one of the top 4 government websites in the United States.

GE INFORMATION SERVICES, INC.

January 1995 – September 1999

SIX SIGMA BLACK BELT (QUALITY PROJECT MANAGER)

- Led the development of a Project Accounting phase of an Enterprise Resource Planning (ERP) solution.
- Successfully used 6 Sigma methodology in performing detailed process analysis to decrease defects, improve quality and increase productivity.
- Developed and implemented scorecards and metrics to measure process improvements.
- Utilized analytical and problem solving skills to define process related issues and develop methods for improvements.
- Successfully utilized negotiation and sourcing techniques to achieve annual 1998 savings of \$3.8M.
- Led 2 cross-functional teams to define strategic business problems by implementing data gathering techniques and data analysis metrics that led to improvement measures of \$700K .
- Managed 106 hourly employees by designing and facilitating strategies that led to a 60% increase in production output.
- Planned/organized daily activities to meet production goals (business production strategies, cycle time, delivery time, scrap reduction).
- Reduced overdue shop orders by 65%.
- Received Managerial Award for managing a project consisting of a multifunctional team of engineering, materials, purchasing, production, quality, construction, finance and EHS personnel.
- Developed and implemented a business plan that achieved \$400K in revenue.

EDUCATION AND CERTIFICATIONS

- General Electric Company, Technical Leadership Management Program
- Howard University, BS, Mechanical Engineering (1994)
- Project Management Professional (PMP) Certification
- Six Sigma Black Belt and Green Belt Certification

Ansar Ahmed, PhD
Associate Provost for Institutional Effectiveness and Accountability
(University Subject Matter Expert and Liaison)

EDUCATION

PhD **Sociology**, University of Akron, Ohio, USA, 1989
MA **Urban Studies/Planning**, University of Akron, Ohio, USA, 1985

SUMMARY OF QUALIFICATIONS

- PhD in Sociology
- Eight years progressive experience in higher education institutional administration
- Twenty-three years progressive work experience as a Sociologist, in teaching university courses, and in research; periodic functions as a consultant and strategist
- Experience in institutional accreditation activities and processes (HLC, MSCHE)
- Exceptional statistical skills and an ability to present and explain complex analyses in an intuitive manner
 - Ability to analyze and work with large databases using SPSS, SAS, STATA, or similar statistical package
 - Build quantitative models with scenario-driven analysis to assess the impact of potential outcomes
- Research and analysis experiences related to
 - Academic issues pertaining to retention, engagement, quality programming
 - Global and community level socio-economic issues and impacts
- Designing and implementation of evaluation studies, public opinion surveys
- Extensive experience in program development and analysis
- Experience in managing small teams; excellent collaborative leadership style
- A good communicator, strong collaborator and team player
- Able to thrive in an entrepreneurial and fast-paced environment
- Demonstrable attention to detail and organizational skills
- Ability to address a diverse clientele
- Participation in formal training programs for curriculum planning, program development and assessment, budget management, and personnel supervision
- Publications in refereed academic journals; organization and presentation of professional seminars, workshops and papers in international conferences; preparation of technical reports and grant proposals
- Proficient with Microsoft Office, Hyperion, Banner, Blackboard, Ad-Astra and statistical packages listed earlier

WORK EXPERIENCE

- December 1, 2010 – present; Associate Provost for Institutional Effectiveness and Accountability, The University of the District of Columbia, Washington, DC
- August 1, 2007 – October 1, 2010; Associate Dean, School of Humanities and Social Sciences, Millersville University, Millersville, PA
- August, 2003 – July, 2007; Baldwin-Wallace College, Berea, OH; Department Chairperson, Sociology
- August 2006 – July 2007, Baldwin-Wallace College, Berea, OH; Social Sciences Division Chair
- August 2006 – July, 2007; Baldwin-Wallace College, Berea, OH; Professor
- September 1998 – July 2006; Baldwin-Wallace College, Berea, OH; Associate Professor
- September 1995 - August 1998; Baldwin-Wallace College, Berea, OH; Assistant Professor
- September 1993 - August 1995; Monroe Community College, Rochester, NY; Assistant Professor
- September 1988-August 1993; Monroe Community College, Rochester, NY; Instructor

SUMMARY OF POSITION RELATED ACTIVITIES

12/2010 – present

- Design, implement and assess a comprehensive University-wide institutional research and effectiveness program.
- Provide management oversight for all institutional research functions, including data collection and analysis and the development of management information required for use at the senior management and executive level.
- Implement University-wide data utilization strategies which foster management collaboration and creativity and lead to information based decision making.
- Manage multiple analytic functions including developing and maintaining internal and external data reporting.
- Coordinate the development, implementation and assessment of University data standards.
- Supervise the Director of Institutional Research Assessment and Planning.
- Provide professional advice and technical assistance to the vice presidents and deans for major initiatives including program review and learning outcomes assessment.
- Establish and maintain the institutional capacity to effectively respond to reporting requirements of the federal Higher Education Act.
- Assist the Office of Information Technology in the implementation of major data systems such as the University's transition of its student records system to Banner.
- Develop and assess a strategic plan for institutional research and accountability.
- Develop and monitor annual budgets.
- Establish employee performance measures and conduct annual performance evaluations.

8/2007-10/2010

- Primary authority, responsibility, and accountability for collecting and tracking data, and processing paperwork necessary to meeting the goals of the academic programs of the School

- Responsibility and initiative to work with department chairs on matters such as
 - Program Evaluation and Assessment
 - Monitoring academic standards
 - Curriculum-based outcomes assessment
 - Decanal analysis of new course/program proposals
 - Enrollment management
- Used a detail-driven orientation and strong organizational, data management and reporting skills
- Assisted the Dean in preparing data for Academic Affairs Strategic Plan, the School's Annual Report, and various PASSHE reports
- Served on Self-Study Working Groups (for Middle States Accreditation purposes)

2003-2007

- Responsible for initiating curricular changes based on needs assessment data
- Prepare the annual report to the Academic Dean, outlining the program features and plans of the department (based on assessment)
- Served on Program Assessment Committee in preparation for Accreditation visit

SELECT LIST OF EXPERIENCE WITH DATASETS

- NSSE, FSSE, BCSSE, IPEDS, Collegiate Learning Assessment, Noel-Levitz Adult Students Priorities Survey; have also used assessment templates provided by HLC (NCA), NCATE and other locally developed rubrics to collect data, gather information and report.

Julie Sweetland
Founding Director, Urban Teacher Academy
(University Subject Matter Expert and Liason)

EDUCATION

- 2006 Ph.D. in Linguistics, Stanford University, Stanford, CA
- 2001 M.A. in Linguistics, Stanford University, Stanford, CA
- 1997 B.S. in Linguistics, Georgetown University, Washington, DC

RECENT PROFESSIONAL EXPERIENCE

Center for Urban Education – University of the District of Columbia (March 2010-present)

Founding Director, Urban Teacher Academy

- Leading development of suite of new, graduate-level teacher preparation programs
- Establishing research agenda for Center for Urban Education
- Managing staff of 10+ teacher educators

Georgetown University (2007-Present)

Professorial Lecturer in Linguistics

- Typically teach one graduate level seminar per semester
- Graduate-level courses taught include *General Linguistics* and *Linguistics and Education*
- Advising students in the Masters in Language and Communication program

Center for Inspired Teaching (2006-2010)

Director of Teaching and Learning (2009-2010)

- Led rapid effort to gain state approval for new teacher preparation program, resulting in Inspired Teaching becoming the first local nonprofit accredited to license new teachers
- Managed all aspects of implementation of start-up year of Inspired Teacher Certification Program; now managing staff of over two dozen teacher educators
- Developed urban teacher residency currently in its first year of operations
- Secured key partnerships, including Georgetown University and Capital City PCS
- Serving as dean for fellowship program enrolling 20+ novice teachers per year
- Wrote educational plan for successful charter petition for Inspired Teaching Demonstration School; represented organization at official hearings throughout chartering process

Director of Research (2008-2009); Senior Research Associate (2006-2008)

- Designed and directed comprehensive, mixed-methods program evaluation for multiple teacher education programs
- Conduct scholarly classroom-based research in DC public and public charter schools
- Counsel administrators and teachers on implications of needs assessment findings

- Hired, supervised, and evaluated full-time and part-time research staff
- Supported ongoing professional learning of Inspired Teaching staff by leading internal workshops on theory of education, current educational research, and data analysis
- Developed external communications on educational policy and curriculum; disseminated Inspired Teaching's message through public events and publications in national venues

SELECTED PUBLICATIONS

2011. Review of *Affirming students' right to their own language: Bridging language policies and pedagogical practices*. In *Journal of Multilingual and Multicultural Development* 32/5: 511-512.
2010. Fostering teacher change: Effective professional development for sociolinguistic diversity. In *Linguistics at School: Language Awareness in Primary and Secondary Education*, Kristin Denham and Anne Loebeck, eds. Cambridge: Cambridge University Press.
2008. Seeking--and finding--good teaching. *Education Week*, October 22, 2008, 29-30.
2006. Preparing teachers for dialectally diverse classrooms. *Educational Researcher* 35 (8):30-37. Co-authors Amanda Godley, Rebecca Wheeler, Angela Minnici, and Brian Carpenter.
2002. "Unexpected but Authentic Use of an Ethnically-Marked Dialect." *Journal of Sociolinguistics* 6 (4): 514-536.

SELECTED INVITED PRESENTATIONS

2010. "Fulfilling the promise of urban teacher education." University of the District of Columbia Faculty Colloquium hosted by the UDC College of Arts and Sciences.
2010. "Learning the Landscape of Education Reform in Washington, DC." Georgetown University Prelude Lecture.
2008. "Sociolinguists as social entrepreneurs: Making an impact on classroom instruction." Invited speaker, Georgetown University Department of Linguistics.
2008. "Defining and supporting teacher quality in the District of Columbia." Invited testimony for public hearing on educator quality, convened by the State Board of Education, Washington, DC.
2007. "Inspired Teaching in the District of Columbia." Discussant for keynote speaker Lisa Delpit, Alliance for Quality Urban Education, American University, Washington DC.

SELECTED REFEREED PRESENTATIONS

2010. "Progressive approaches to implementing the Common Core." Paper presented at Coalition of Essential Schools Fall Form, San Francisco, CA.
2009. "Engaging teachers as learners." Panel on Linguistics in the School Curriculum. Linguistic Society of America Annual Meeting, San Francisco, CA.
2007. "Learning from teaching: Effective professional development for sociolinguistic diversity." Paper presented at American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
2005. "Fostering teacher change: Practical and theoretical considerations." Presented at New Ways of Analyzing Variation (NWAV-34), New York University, New York.
2004. "Starting a metalinguistic conversation in the elementary classroom." Paper presented for Panel on Minority Dialects and Classroom Instruction at the National Council of Teachers of English Annual Convention, Indianapolis, IN.

SELECTED ACADEMIC SERVICE

District of Columbia State Literacy Team – Member appointed to 3-year term, 2010-2012
District of Columbia State Superintendent’s Working Committee on Teacher Quality, 2008-2009
Member, Linguistics in Schools Committee, Linguistic Society of America

Antoinette S. Mitchell, Ph.D.
**Deputy Assistant Superintendent of Postsecondary Education and
Career Readiness**

(Postsecondary and Workforce Subject Matter Expert)

Summary of Expertise

Strong research and program evaluation skills; strong knowledge of postsecondary management and programming; an expert in teacher quality and related policy in urban education; strong knowledge of performance assessment and accreditation; experienced in standards development and implementation; skilled in training, facilitation, and project management; highly skilled in personnel management, organizational/strategic planning, and problem solving.

Professional Experience

Office of the Superintendent of Education, Washington, DC

Deputy Assistant Superintendent, Postsecondary Education and Workforce Readiness

September 2011 – Present

- Responsible for overall management of four divisions, including the Education Licensure Commission, Adult and Family Education, Career and Technical Education, and GED Testing and Verification
- Supports the greater use of data and technology in all programming
- Develops policies and procedures to ensure greater participation of District residents in postsecondary education and/or career and technical training

Trinity University, Washington, DC

Dean

April 2010 – August 2011

- Responsible for the overall management of the School of Education
- Led successful re-accreditation effort
- Developed outcomes-based assessment system for the School
- Planned new program in Early Childhood Education

Associate Dean, School of Education

2009-2010

- Directed teacher education programs
- Hired and supervised adjunct faculty for the School of Education
- Wrote reports, presentations, and evaluations as necessary
- Contributed to the design and implementation of new initiatives
- Established and maintained connections with schools and other educational organizations

National Council for Accreditation of Teacher Education, Washington, DC

Vice President, Unit Accreditation

2005-2009

Associate Vice President, Accreditation

2003-2005

- Managed the accreditation system for 650 postsecondary institutions
- Supported the development of the Accreditation Information Management database
- Conducted the training of over 500 examiners and Unit Accreditation Board members
- Directed a project exploring alternate models of teacher preparation for urban schools
- Conducted research on the efficacy of teacher education standards and the accreditation process
- Guided the work of the NCATE committee commissioned to revise the national standards for teacher education
- Led the process by which NCATE is recognized by the United States Department of Education as an approved accrediting agency
- Developed internal evaluations of organizational quality, including the NCATE Annual Report, the NCATE Unit Standards Effectiveness Survey, the Board of Examiners Report Project, and evaluations of examiners and staff
- Significantly increased NCATE's national presence through participation on national panels, professional conferences, and review boards

Director of Accreditation Operations

1999-2003

- Facilitated the development of current policies and procedures for implementing performance-based accreditation
- Redesigned the training process that prepares national examiners to conduct performance-based accreditation reviews, including the creation of on-line modules, simulations, and reflective practice
- Facilitated the work of institutions, examiners, and board members who piloted the new process; evaluated the results and revised procedures where necessary to improve outcomes
- Increased the productivity and effectiveness of the accreditation team through the increased use of technology and data-driven decision making

Urban Institute, Washington, DC

Research Associate in the Education Policy Center

1997-1999

Research Assistant in the Education Policy Center

1994-1997

- Served as the principal investigator of the Goals 2000 and Technology Literacy Challenge Funds Case Studies Project sponsored by the U.S. Department of Education. This project was designed to examine exemplary school districts that integrated professional development, technology learning, curriculum, and assessment into successful systemic standards-based reform efforts.
- Directed the Goals 2000: Evaluation Design project and co-directed the five-year evaluation of the Ford Foundation Minority Teacher Education Program.
- Wrote proposals and received grants and contract work from foundations and United States Department of Education

District of Columbia Board of Education, Washington, DC

Secondary Teacher

1989-1991

- Taught secondary social studies to 7th, 8th, and 9th grade students at Hine Jr. High School in Southeast Washington, DC.

Education

Ph.D. Education, University of California at Berkeley

Dissertation: The Work Lives of Urban Teachers: 1960-1990

MA Education, University of California at Berkeley

BA Political Science, Columbia College, Columbia University

Teaching Certification, Secondary-Social Studies, Barnard College, Columbia University

Membership and Awards

Member, CCSSO Committee tasked with re-designing the INTASC Standards, 2009-Present

Member, Board of Trustees, Cesar Chavez Charter Schools for Public Policy, Wash., DC – 2007-2011

Member, Advisory Board, Baccalaureate and Beyond, NCES, USDE – 2003-4, 2007-2009

Institute for Education Leadership Scholar, 2000-2001

Holmes Scholar, Holmes Group, 1996

American Educational Research Association Minority Fellow, 1995-1996

University of California Regents Fellow - 1994/1995, 1995/1996

Tony Johnson

State Director of Career and Technical Education

Key Achievements

Educational Leadership

- Spearheaded and directed key training, recruitment, case management of students and organizations
- Successfully streamlined educational program outcomes to meet or exceed 90% of desired goals
- Increased instructional effectiveness from 60% to 85% based on student learning outcomes surveys
- Created career and technical education pathways, programs of study, and workgroups
- Assessed prior learning petitions and experiential learning portfolios

Teaching Experience (K-12 and Collegiate)

- Provided instruction in K-12 education: English-as-a-Second Language, Remedial Reading and Mathematics, College Success, Life Skills, Workforce Development & Employment Success , Job Searching, Planning, and Financials for Leon County Schools, Gadsden County Schools, The Florida Juvenile Justice Department, and Tallahassee Community College

- Provided instruction in colleges and universities: American Education: Urban Schools, Early Childhood Education, Criminal Justice Administration, Public Policy, Leadership and Team-Building, Human Resource Administration, Instructional Innovation, Professional Development of Teachers. Taught Educational Leadership, Teaching Practicum, Field Experience, School Reform, Criminal Justice Administration, Public Policy and Criminal Subcultures at Florida State University, Florida A&M University, Barry University, Tallahassee Community College, George Washington University, Strayer University, and Westwood College.

Human Capital Management

- Developed and maintained key relationships between agencies, community partners, non-profits, and higher education institutions
- Provided staffing, recruitment, retention of over 100 staffers and 300 students
- Implemented successful retention and incentive programs
- Lead time and attendance, social service delivery and instructional staff
- Provided coaching and support, reprimands, and professional growth plans

Project Management

- Devised operational strategies that garnered 20% improvements in efficiency and effectiveness
- Met and exceeded project deadlines, high standards, and high quality
- Managed over 50 inter- and –intra agency projects, managed political relationships and strategies

Budgeting

- Coordinated with departments in preparing, justifying and presenting the department operating expense and capital budget for approval
- Complied with budget guidelines and procedures
- Work with departmental finance officers and accountants to prepare the actuals versus budget reports
- Provided periodic comparative budget versus actual expense reports to include medium-term forecasted budget and expense trend analyses
- Coordinated with the department heads in justifying large variances between actuals and budget

EMPLOYMENT HISTORY

- 2011-Present. *State Director for Career and Technical Education*. The Office of the State Superintendent of Education. Washington, D.C.
- 2011. *Mayor's Liaison for Community Affairs*, The Executive Office of Mayor Vincent C. Gray, Washington, D.C.
- 2011. *Congresswoman Eleanor Norton Holmes Norton*. The Commission on Black Men and Boys. Washington, D.C.
- 2009-2011. *Project and Training Director*. Community Services Agency of the AFL-CIO, Washington, D.C.
- 2009. *Department Chair and Faculty*. Westwood College, Annandale, VA.
- 2008-2009. *Executive Director*. The Literacy Council of Prince George's County, Hyattsville, MD.
- 2008-2009. *Field Experience Coordinator and Graduate School Faculty*. George Washington University, Washington, D.C.
- 2008. *Academic Affairs Associate Dean*. Strayer University, Stafford, VA.
- 2007. *High School Principal-In-Residence*. District of Columbia Schools. Washington, D.C.
- 2003-2007. *Pre-Service Teacher Education Coordinator*. Florida State University, Tallahassee, FL.
- 2002-2007. *Director of Community-Based Programs and Alternative School Administrator*. Tallahassee Community College, Tallahassee, FL.
- 2001-2002. *Alternative Education Teacher*. Tallahassee Community College, Tallahassee, FL.
- 2000. *Director of Training and Development Administration*. Sprint. Tallahassee, FL.
- 1998-2000. *Director of Off-Campus Housing*. Florida State University. Tallahassee, FL.

EDUCATION

B.S.	Political Science and Criminal Justice	Florida State University	2000
M.P.A.	Public Administration & Public Policy	Florida State University	2003
Ph.D.	Educational Leadership (candidate)	Florida State University	2013

Dissertation: The influence of hip hop culture on the success of African- American males ages 16-21

Research interests: Equity and access, urban education, the achievement challenges of urban African-American males in K-12 schools and higher education, school curricula, culturally-relevant pedagogy, urban school reform, program evaluation, multicultural education, school accountability, and social public policy implementation and evaluation.

CERTIFICATIONS

District of Columbia- K-12 School Administrator
Commonwealth of Virginia- Administration and Supervision Pre-K-12
State of Georgia-Educational Leadership Official Letter of Eligibility
State of Florida-Educational Leadership
State of Illinois-Status of Eligibility for the Educational Leadership
State of New York- School Administrator and Supervisor,

Florida State University Distance Education Instructor/Online Mentor
Ruby Payne's A Framework for Understanding Poverty Trainer
Florida State University: Program of Instructional Excellence
BDI- Basic Driver Improvement & Alcohol & Teen Substance Awareness
FSU Education Policy
Community & Business Partnerships

COURSES TAUGHT

Remedial English & Reading Skills
General Educational Development
Remedial Mathematics & Science
Remedial Social Studies

Workforce Development & Employment Success

Child Care Employee Success
Disadvantaged Youth

Basic Skill Enhancement for Law Enforcement
Technology & Education
Research & Writing
Educational Leadership

Instructional Leadership
Teachers
College English I and II
Pre-Service Teacher Internship
Multiculturalism in Criminal Justice
Varying Exceptionalities in Education

Introduction to American Education
Schooling in American Society
English-as-a-Second Language
Youth Empowerment Series for
Youthful Offenders
Job Searching, Planning, and
Financials
Project College Success for

Public Policy & Administration.
Leadership & Team-Building
Introduction to Education
Personnel Administration

Professional Development of

Graduate Art Education Portfolio
Gangs and Criminal Subcultures
Race, Crime, and Social Policy

Kim Celay

Management Analyst, Postsecondary Education and Career Readiness

(Postsecondary and Workforce Subject Matter Expert)

OBJECTIVE

To employ research, analysis and marketing skills in supporting an organization's goals.

EXPERIENCE

Office of the State Superintendent of Education Higher Education Financial Services, Management analysis

12/08 - Present

- **Analysis:** Conduct HEFStat data sessions to identify best practices and build a high performance culture resulting in a 46% increase in financial aid application completion and a 67% decrease in counseling hours per student. Analyze high school college readiness to generate performance reports that supported a 24% increase of financial aid award letters spontaneously provided to college going student.
- **Reporting:** Manage the collection, analysis and reporting of the District of Columbia Tuition Assistance Grant's performance data to create the annual report used to secure \$35 million in congressional refunding. Compile outcome data of Grant to develop the graduation report and District of Columbia College Access and Success presentations that inform stakeholders of college access, enrollment, and institutional retention and graduation performance baselines and trends that resulted in a 15% increase of students' financial aid completion and a 10% increase in college enrollment.
- **Federal Grant Compliance:** Develop operational plans for data collection, analysis and public reporting of student college progress to comply with requirements of \$30 million State Fiscal Stabilization Fund. Coordinate student data between three data systems to analyze and report student college progress that supports the Race to the Top grant reporting.
- **Project Management:** Directed the design, writing and development of program brochures and alumni surveys. Managed the creation of the DCTAG forecasting tool to support re-appropriate forecast models. Serve as Project Manager to ensure \$4 million Statewide, Longitudinal Data System grant application requirements and stakeholders' data needs are met.
- **Web Site:** Serving as divisional coordinator and editor in ensuring web site provides timely information and resource access to District of Columbia residents and other stakeholders.
- **Achievements:** Implementation of cross divisional data dashboard that provides user friendly information on the District of Columbia's progress to increase college graduation. Enhancement of Statewide Data Repository's PK – 20 reporting capacity. System design of Service Offered and Graduation Module that broadened application system functionality.

Office of the State Superintendent of Education, Washington D.C. Higher Education Financial Services, Program Specialist

01/06 – 11/08

- **Analysis:** Tracked and analyzed Higher Education Financial Services' (HEFS) Key Performance Indicators to ensure compliance with City Administrator's Office.

- Marketing and Graphics: Designed and developed HEFS Handbook and DC OneApp Application Manual that standardized application processes for counselors and served as an instructional tool for college access providers and applicants making the transition from a paper application to an online application seamless.
- Web Site: Enhanced and maintained HEFS website used as the standard for all agency websites.
- Customer Service: Identified and implemented measures that improved customer service and resulted in a 93% exceptional customer service rating. Provided students with financial aid counseling that reduced application processing time from 20 business day to 3 business days.
- Achievements: Agency awards for: originality in graphic design of agency newsletter; coordination of on-line DC OneApp Instructional Manual; and, web-site enhancement.

**Office of the State Superintendent of Education
Higher Education Financial Services, Marketing and Analysis Contractor**

02/05-07/05

- Analysis: Analyzed grant expenditures and forecasted cost reduction effects that resulted in an additional 900 students receiving funding.
- Marketing: Designed and coordinated marketing materials that developed the DC OneApp brand image.
- Project Management: Responsible for coordinating the DCTAG Annual Report presented to Congress that justified and resulted in annual refunding increase of \$5 million.
- Achievements: The execution of a media marketing plan that introduced the on-line DC OneApp application.

**Hino Trucks
Marketing & Sales Support Coordinator**

11/03-01/05

- Administration: Supervised dealer installation. Automated registration process for dealer incentive programs. Trained District Sales Manager in CRM SalesForce database and Hino intranet. Systemized Department of Motor Vehicle's state licensing renewals to maintain national compliance.
- Marketing: Coordinated graphics and content for new literature development and compiled graphics, policies, programs, and sales levels for Hino's quarterly on-line newsletter. Initiated method for tracking dealership Co-Op Advertising Program incentive usage. Identified publications for advertisement placement, negotiated pricing and managed ad creation. Managed literature and marketing material database that ensured inventory levels accuracy for order fulfillment.
- Trade Show Coordination: Coordinated trade show booth development and presentation scheduling.
- Web Site Maintenance: Performed as web editor. Research and recommended promotion product lines.
- Achievements: Launch of on-line truck photo gallery. Design and production of yearly calendar. Creation of national presentation that assisted in securing the sale of over 500 trucks.

**Joule Staffing Services
Sales Executive**

11/02-10/03

- New Business Development and applicant recruitment.

**Wenger N.A
Sales Coordinator/Analyst**

10/00-05/02

- Sales Coordination: Coordinated sales programs' criteria between internal and external groups.
- Analysis: Analyzed sales to create sales forecasting and program development reports. Monitored inventory levels to ensure consistency with sales programs' needs.

- Marketing: Coordinated artwork development for point of purchase displays and merchandising sheets.
- Trade Show Coordination: Assisted in product line development; managed product shipment and organized booth set-up.
- New Business Development: Conducted research to identified prospective customers. Created customer specific sample product packages that resulted in a 20% increase in Northeast sales.
- Achievements: Coordination of Collegiate Watch Program that generated first year revenues of \$750,000.

Ingersoll-Rand, Woodcliff Lake, NJ
Administrative Assistant, Benefits

02/97 – 05/98

- Reporting: Prepared funding reconciliation reports for pension and medical plans. Expedited quarterly Worker's Compensation tax payments. Investigated implementation of action plans to ensured manufacturing plants' complied with Federal safety control recommendations.
- Presentation Development: Credited, edited, and distributed benefit presentations to advise Plant Managers on corporate policies and procedures.
- Administrative: Coordinated employee participation in pre-natal education and Managed Maternity Bond Program reduced absenteeism and medical expenditures.

Hunter Douglas, Upper Saddle River, NJ
Accounting Assistant

10/91-04/96

- Reporting: Researched and compiled income and expense data for Profit and Loss statements. Reconciled bank discrepancies. Prepared monthly and year-end bank reconciliation reports.
- Special Project: Arranged banquet, hotel and travel for Achievement: Creation and maintenance of divisional bank activity tracking system for 32 divisions. Assisted in planning Million Dollar All-Star promotion fund raising event that rose \$3M for cancer research.
-

EDUCATION

Berkeley College
 Associate in Applied Science Degree

05/00

- Major: Fashion Marketing and Management
- GPA: 4.0
- Phi Theta Kappa Member.

Tamara Reavis

Director of Standards, Assessment, and Accountability

(P-12 Subject Matter Expert)

CAREER GOAL

Experienced educational leader desiring a position requiring unique and diversified skills to promote student achievement

PROFESSIONAL EXPERIENCE

12/2010 – current Office of the State Superintendent of Education DC

Director of Standards, Assessment and Accountability

Manage the Assessment and Accountability team, including all areas of assessment for Special Education and English language learners

- Oversee all aspects of the state high stakes test, the DC CAS, including test design and development, test administration and test data analysis
- Serve as the liaison to the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium as a member of the leadership team
- Oversee all data analysis including calculating and reporting adequate yearly progress (AYP) and creating the yearly school report card
- Facilitate the state wide implementation of the Common Core State Standards and transition current test to align to the standards
- Provide support and technical assistance to LEAs in the implementation of Race to the Top
- Review and analyze data on school, LEA and state levels
- Prepare peer review submissions for USDE
- Interact with State Board on all assessment related issues
- Collaborate on policy for standards implementation, graduation requirements, and common assessments
- Created Testing Accommodations Manual

6/2009 – 12/2010 Office of the State Superintendent of Education DC

Instructional Systems Specialist for Reading

Serve as the reading specialist for the Assessment and Accountability team

- Serve as the content expert for DC to the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium
- Oversee item development, form selection and blueprint for the reading assessment for DC
- Facilitated the adoption of the Common Core State Standards
- Support local education agencies (LEAs) through the implementation of the Common Core Standards
- Review and analyze data on school, LEA and state levels

- Created Testing Accommodations Manual

2003–2009 Palm Beach Gardens High School PBG, FL

Population 2800/70% minority/Title I school

Teacher

Taught AP, honors, regular and Magnet English classes 2003 - 2009

- Presenter at school wide Learning Team Meetings on data collection and analysis 2003 – 2009
- Implement “Target Tutoring,” pull-out tutoring for reading and writing based on school collected data 2005 – 2009
- Aligned curriculum for 9th grade at county level 2008
- Created framework at county level for Spring Board curriculum 2006
- Member SACS committee 2007 - 2009

1999–2003 North Mecklenburg High School Huntersville, NC

Population 2400/40% minority/International Baccalaureate Magnet School

Teacher

Taught IB, honors and regular English classes 1999 – 2003

- Graduation coordinator 2000 – 2003
- Cooperating teacher 2002
- Presented at International Baccalaureate district conference 2002

1993–1999 Stranahan High School Fort Lauderdale, FL

Population 1900/75% minority/Title I school

Teacher

Taught ESOL, gifted and regular English classes 1993 - 1999

- Wrote curriculum for Future Educators class 1997 - 1999
- Established a tutoring program at local elementary school 1997 - 1999
- Presented at Broward Schools of Excellence conference 1997
- Member of School Advisory Committee 1994 - 1999
- Established Florida Future Educators Association 1997
- Facilitated college level course 1998

LEADERSHIP EXPERIENCE

- Director of Standards, Assessment and Accountability - current
- English Department chair 2005 – 2009
- Senior Project Coordinator 2006 – 2009
- Lead Teacher for Spring Board curriculum 2006 – 2009
- Mentor new teachers 2005 – 2009
- Member of Professional Development Committee 2006 – 2009

EDUCATION

1989–1993 UNC at Charlotte

Charlotte, NC

B.A. English

North Carolina Teaching Fellows recipient

2008 – 2009 NOVA Southeastern University West Palm Beach, FL
M.S. Educational Leadership

Certified in Educational Leadership

PROFESSIONAL ENHANCEMENTS AND AWARDS

LETRS Training 2009

Nationally Certified Spring Board Training 2007

National Board Certification 2006

Spring Board training 2006

National AP Conference 2006

CRISS Training 2005

Advanced Placement Language and Composition training 2004

Clinical Educator Training 2004

International Baccalaureate training 2002

Advanced Placement Literature and Composition training 2001

Matthew B. Brownlee

CIO Project Management Office Director

Executive Profile

- Information Technology Management Professional with 30 years experience managing multi-million dollar systems integration and IT support contracts for federal, state and local government.
- I have worked in the District of Columbia to modernize systems for the DC Metropolitan Police Department, upgrade their mobile computers, provide District wide standardization of computer systems & support and most recently work with in education to upgrade the early childcare support systems and the Student Longitudinal Data System program.
- I have worked for large systems integration firms and small start up companies which has given me a wide range of exposure to the market where I gained strong project management and performance management experience, with a customer support focus.
- Proven sales and account management capability to identify and capture opportunities, expand sales and increase revenue in a highly competitive industry.
- My objective is to utilize my experience in program management and business development working with an innovative firm or agency to manage critical programs, deliver innovative solutions and provide strategic planning to achieve success.

Professional Background

SLED Director/Project Management Office Director

Office of the State Superintendent of Education

January 2009 to Present

District of Columbia, DC

As SLED Director I am responsible for the restructuring of the program and establishing the strategic plan to award contracts to complete the development of the SLED and expand its data range into post secondary and early childhood. I work with the executive stakeholders to communicate the capabilities of the program and to solicit their input on how the system can better support their mission. I provide the project manager oversight of the program, ensure that the scope of the program is defined, that the scheduled functionality is delivered as promised and that the appropriate federal and local funding is secured for the completion and deployment of the program.

As the PMO Director I provide management direction for the planning and execution of the critical programs that interface with the SLED to insure that as these systems are modernized that they integrate with the architecture of the SLED. Some of the duties of the PMO Director include:

- Responsible for developing the state education 5 year technology plan that aligns federal goals with state and district school system objectives with federal goals to improve education technology.
- Project Manager for the modernization of the Early Childcare Education Subsidy and Pre-kindergarten system.
- Oversight of over 20 application development and software enhancement projects that impact special education, technical education and student information systems.

Business Development Consultant

Brownlee Consulting Services (BCS)

November 2008 to December 2008

Centreville, VA

Performed new business development support for several federal and local government opportunities with business partners.

- Developed proposal for assessing and managing the expansion of the IT facilities for The Washington Metropolitan Area Transit Authority (**WMATA**).
- Provided market research and proposal strategy targeted at expanding work at the **Federal Emergency Management Agency (FEMA)**.

Program Manager

February 2008 to November 2008

Lagan Technologies

Bethesda, MD

Program Manager in Professional Services providing management direction for bid & proposal efforts, resource management and implementation of Enterprise Customer Management (ECM) systems for state and local government.

- Portfolio of projects included the City of Vancouver 311 contract, the Los Angeles County Department of Public Social Services (human services), the City of Hampton, Virginia and Baldwin County, Alabama.
- Introduced industry methods for program management to standardize project implementations.
- Other duties included account management and new business development.

Project Manager, Consultant

July 2007 to January 2008

Office of the Chief Technology Officer (OCTO)

District of Columbia

Provided a proof of concept, requirements, procurement and implementation of an enterprise project and portfolio management system for the District of Columbia focused on IT capital and operational projects and included integration with the PeopleSoft HR/payroll system and the Ariba procurement system.

- The user base is expected to be 26 agencies and will help the District build its organizational maturity while improving the probability of success.
- Consulted on the development of fiscal year 2008/2009 IT budget submissions for all agencies in the District; developing a strategic plan for all IT capital investments and briefing for the Executive Office of the Mayor.

Deputy Chief Information Officer

April 2005 to June 2007

Metropolitan Police Department of the District of Columbia (MPD)

District of Columbia

Reported to the CIO and responsible for management of critical projects and IT support services.

- Developed and executed the seven year IT Strategic Plan for MPD in conjunction with the CIO.
- Program Manager for the Personnel Performance Management System, a Department of Justice mandated system. Delivered the system on time and in compliance with DOJ requirements.
- Initiated and managed the Mobile Computer Modernization program to provide police officers with mobile hardware and software solutions in the field.
- Implemented performance management and program management governance system for the control of IT projects including project performance measurement, code management tools

and processes, defect tacking tools and processes, along with IT service desk tools and processes.

Account Manager/Project Manager, Consultant

March 2001 to April 2005

Office of the Chief Technology Officer, District of Columbia (OCTO)

District of Columbia

Delivered an information technology managed services solution for the District of Columbia that provided a cost effective standard hardware, software and support solution that saves the District over \$26 million per year.

- Endorsed by the Mayor and the City Administrator as a program mandate across the city.
- Enhanced the solution into an outsourced request for proposal to industry for further cost and performance efficiencies.
- Provided guidance to the procurement arm of the city on how the contract should be structured.
- Program Account Manager meeting with District agency executives and CIO's to brief the benefits of the program, develop the service agreement and negotiate the contract terms.

Project Manager

October 2000 to March 2001

Anteon Corporation

Fairfax, VA

Responsible for the on-site management of the Integrated IT Configuration Management, Asset Management, and Information Technology Architecture project with the U.S. Mint. Provided an assessment of the Mint's current IT environment and a plan for improvement. Developed an Enterprise Information Technology Architecture Plan that integrated the disparate remote operations of the U.S. Mint nationwide into a centrally managed IT infrastructure for common systems. The effort included information technology, business process review, configuration management, and asset management for the U.S. Mint headquarters and its eight facilities around the country.

Project Manager

January 1999 to October 2000

Litton/PRC

Reston, VA

Responsible for the implementation of information technology managed services (SEAT Management) for the General Services Administration (GSA). Responsible for the planning and deployment of IT managed services e.g., automated hardware and software discovery and management software for desktops, servers and networks across the GSA. Other skills included hardware lease agreements, automated billing system based on deployment of leased equipment. Managed a staff of WAN\LAN systems engineers to ensure an end-to-end view of the network from switches and servers, to firewalls and desktop systems.

Education

B.S., Business Administration

1978

Virginia Polytechnic Institute and State University

Blacksburg, Va.

H.S., Diploma

(b)(6)

McLean High School

McLean, Va.

CARL KULLBACK

SLED Data Analyst and Technical Architect

PROFESSIONAL SUMMARY

A senior information technology professional with 17 years of industry experience, including 12 years in executive level positions performing leadership roles in the acquisition, information architecture design and implementation of numerous business application systems.

- Senior level data architect with extensive database system analysis, design, and implementation experience.
- Comprehensive experience in senior-level management of advanced information systems within rapidly changing and highly competitive growth environments.
- Possesses high level analytical skills and the ability to effectively communicate complex issues through both written and oral presentations.
- Skilled in business development, strategic planning, business process reengineering, requirements analysis and budget administration.

EXPERIENCE

Filnet Inc.

(August 2005 - Present)

Data Analyst / Data Architect

Provide high level database design, modeling, and implementation including data cleansing expertise to key client engagements.

- SLED (State Longitudinal Education Datawarehouse) – Responsibilities include the design, implementation and technical documentation of a statewide datawarehouse and operational data store (ODS) that provides sophisticated reporting required for federal and state compliance.
 - Logical and physical database design
 - Business logic layer development,
 - Extraction/transformation/loading (ETL) design and implementation.
 - Develop and implement data de-duplication and cleansing methodologies.
- OSSE Interim USI (Unique Student Identifier) – Designed and implemented a standalone application responsible for assigning and maintaining the current unique student IDs for all DC students. Developed sophisticated matching processes to verify matches and student data and designed reports to ensure data integrity across multiple school systems. Worked closely with multiple business units to develop a fundamental understanding of the underlying systems and business processes.
- Designed and implemented a longitudinal database consisting of the yearly student audit data (MEAD). Responsible for database design, implementation, data analysis and cleansing and developing high level matching algorithms to automate the identification of duplicate students across years with varying data.
- Developed and implemented a data analysis and cleansing operation for OCTO (Office of the Chief Technology Officer) for the DC Government.
- Implemented batch and real-time data cleansing applications for a number of DC agencies.

Independent Consultant

(September 2004 – August 2005)

Provided IT consulting and web-application development services for a number of clients including the Bermuda Stock Exchange and Octagon, a worldwide sports marketing firm.

- Full life-cycle development of the BSX website to provide staff the ability to upload and manage corporate client data including stock and fund pricing, news and contact information, using an intuitive web-based interface. Developed sophisticated ETL processes to extract and manage real-time pricing from multiple financial systems.
- Architect and developer of a web-based application for Octagon to manage their portfolio of over 10,000 athlete and celebrity profiles. Provides personnel profile management, document management, advanced searching and reporting capabilities in support of Octagon's marketing efforts.

IceWeb / DevElements Inc.

(June 2001 - September 2004)

Vice President of Solutions

Responsible for new business development and executive management of existing client engagements. Provided consulting services and support for information system and technologies planning, management and operations.

- Instrumental in the design, planning and implementation of a corporate wide CRM application for an international human resource solutions organization.
- Responsible for business development and implementation for IceWeb's distance learning application.
- Managed and implemented numerous web-applications for a diverse range of clients including Legal, Environmental Risk, Property Management and Associations.

Microstate Corporation

(Sep 1995 – May 2001)

Principal and Founder

Founded and developed a successful information technology consulting firm specializing in internet application development and database administration.

- Responsible for strategic direction and vision of the company.
- Managed and directed the vision and implementation of the technical teams.
- Responsible for architecture and design of key client engagements.
- Doubled revenue yearly and grew from start-up to \$2.5 million in 5 years.
- Successfully implemented applications for a number of clients including Morgan Stanley-Dean Witter, The Bermuda Stock Exchange, Cable and Wireless, Lloyds of London, Northrop Grumman, YouthSports.com and on-line marketplaces for the building & construction, railroad and toy industries.

Records Management Systems

(Mar 1993 – Sep 1995)

Senior Developer

- Promoted from intern to senior developer in less than two years of employment.
- Developed client-server systems for customers using Visual Basic, MSSQL/Oracle, C++, HTML and HTML/CGI technologies. Customers included the Federal Aviation Administration and the DC Courts.
- Developed and implemented a client-server solution for the DC Courts appeals process. Responsible for system architecture, design and implementation. Worked closely with the

customer to create a paperless workflow management system designed to increase efficiencies up to 40% per appeal.

TECHNICAL EXPERIENCE

Filnet

ASP.Net, MS SQL Server (SIS, SSRS), Oracle (OBIEE), Trillium, Erwin, MS Sharepoint, Visio, PowerPoint

DevElements

Microsoft IIS, ASP.Net, ASP, SQL Server, Microsoft CRM, Lotus Notes, XML, Web Services

Microstate Corporation

Apache, IIS, iPlanet, Websphere, Website, ,Java, JSP, ASP, Freemarker, SQL Server, Postgres, Plumtree, iPlanet Portal Server, iPlanet Calendaring Server, iPlanet Messaging Server, HTML, XML, UML, FPA

Product Development: Assisted in architecting and designing Hamilton, Microstate's proprietary open source application server written in Java. Hamilton was used as the application development environment for Microstate's clients. Morgan Stanley continues to use Hamilton for one of their fund websites today.

Records Management Systems

Visual Basic, C++, SQL Server, Oracle, MS Access, Crystal Reports, Foxpro, Website, HTML/CGI

EDUCATION

Economics, Washington University, St. Louis

OTHER ASSETS

Energetic, reliable, focused, self-directed, entrepreneurial

ROOPA KADIYALA

SLED Business Analyst

SUMMARY

- Over **8 years** of **Business/QA Analyst, Consulting** experience within **Public sector**; worked on **multiple full life-cycle** implementations; proven ability to test **complex** custom-built web based **Financial** and **Workflow** Systems
- Good understanding of **Object-Oriented** concepts, **Use Case** approach; hands-on experience with **MS SQL** databases
- Recognized for **excellent analytical, problem-solving, written** and **communication** skills, for being **detail oriented**, as well as for the ability to **prioritize** and **complete tasks** to meet project goals with minimal supervision

AWARDS

- The **DCOneApp Grants Management System** received the 2006 Best of the Web Digital Education Achievement Award in the Student Focused Category from the Center for Digital Education. I was the Lead QA Analyst.
- The **DC LSDBE Online Workflow System** received 2007 NASCIO Award Honorable Mention in the category of Digital Government: Government to Business. I was the Lead QA Analyst.

PROFESSIONAL EXPERIENCE

Client: The District of Columbia Government, Washington DC

10/2003 – Present

Project: SLED - DC Office of the State Superintendent of Education (OSSE)

7/2008 – Present

Role: Senior Quality Assurance & Business Analyst

- Developed Business Requirements Documentation for the Statewide Longitudinal Education Data (SLED) system database, race and ethnicity, student demographic/enrollment data, data quality error reports and attendance data
- Developed data dictionary for the SLED
- Researched other State Education Agency best practices that could be beneficial
- Assisted in the research and development of policies to support the SLED
- Led the development of SLED test plan and provided work effort estimates
- Responsible for identifying test case scenarios and developing detailed test scripts using Quality Center
- Clarified requirements and updated test cases per feedback from business and development teams
- Created test data for test input and wrote SQL queries using MS SQL Server to verify test output
- Prioritized and executed functional, system, integration tests with minimal supervision
- Identified key test cases for efficient regression testing
- Ensured traceability of requirements and quality assurance by creating test matrix
- Conducted UAT and received rave reviews
- Ensured high level of system quality throughout the project while adhering to project schedules

Project: NSACPS - DC Office of the State Superintendent of Education (OSSE)

04/2006 – 06/2008

Role: Lead Quality Assurance Analyst

- Developed test strategies, test plan, and detailed test scripts; documented and tracked defects for resolution using Quality Center; optimized QA workflow, maximized test coverage and minimized test time

- Proactively communicated with development team to ensure understanding and adherence with customer requirements
- Designed, wrote and maintained automated scripts for key NSACPS modules using Mercury Quick Test Professional; reduced time for regression testing by 80% and improved system stability
- Wrote SQL queries using MS SQL Server to verify test results
- Led QA team by mentoring a team of three QA specialists on testing complex scenarios; created Test Completion Reports for Project Management
- Trouble-shoot production issues by identifying root/cause and proposing work-arounds

Project: Blackman Jones Audit- DC Office of the State Superintendent of Education (OSSE) **08/2007 – 09/2007**

Role: Lead Quality Assurance Analyst

- Reviewed, communicated and clarified ambiguous requirements, requirement changes
- Planned test cases, ensured requirements and QA traceability using Mercury Quality Center
- Performed end-to-end functional and regression testing; reported defects using Quality Center and proactively communicated and resolved issues with the management ; wrote SQL queries to verify tests results

Project: Phase 2 of DCOneApp - DC Office of the State Superintendent of Education (OSSE) **02/2006 – 07/2007**

Role: Quality Assurance Analyst

- Designed and reviewed mockups with the development team
- Communicated ambiguous requirements and clarified requirement changes
- Provided QA work effort estimates (IT MAN hours/days); developed positive and negative test scripts; performed extensive end-to-end functional and regression testing; communicated QA status to management
- Wrote SQL queries using SQL Server for obtaining test data and verify test results
- Ensured deadlines are always met while ensuring application performed according to specifications
- Supported “go/no-go” decisions for software releases to project management; provided go-live support
- Trouble-shoot production issues by analyzing and identifying root/cause; provided intermediate workarounds

Project: LSDBE Online – DC Dept. of Small and Local Business Development (DSLBD) **11/2005 – 07/2007**

Role: Lead Quality Assurance Analyst

- Coordinated with PM and development team in understanding project testing needs and proposed SQA processes and configured TestDirector to support the project and provided QA work effort estimates,
- Reviewed To-Be business process and Requirements Specification documents; developed test scripts
- Performed extensive system level testing; managed defects using Mercury TestDirector
- Monitored percentage of test completion via Quality Center and communicated test progress to management
- Mentored QA team on testing workflow systems, used Quality Center for requirement traceability, designing and developing detailed test case scenarios and designing automated test scripts

Project: DC Service Request Center (SRC) – DC Department of Public Works (DPW) **06/2004 – 11/2004**

Role: Quality Assurance Analyst

- Extensively tested DCStat application; documented and managed defects using MS Excel; created weekly QA Summary Reports for Project Management; coordinated and conducted User Acceptance Testing

Project: Phase 1 of DC OneApp – DC Office of the State Superintendent of Education (OSSE) **09/2003 – 10/2005**

Role: Business and Quality Assurance Analyst

Business Process Analysis:

- Captured the As-Is business processes of DCTAG and DCLEAP programs through observation, interviews and JAD sessions with SMEs
- Created cross functional process work flow diagrams using Microsoft Visio; identified business processes for automation – optimizing workflow

Requirements Analysis and Design:

- Analyzed DCTAG, DCLEAP legacy systems built in Visual Basic, MS Access front-ends and SQL Server back-end
- Captured business rules using Flow chart, State Transition and Sequence diagrams using Microsoft Visio and Requirements Matrices using MS Excel

- Reviewed the program rule making documents of DCTAG, DCLEAP; captured business rules for eligibility determination, supporting documents and independency/dependency criteria
- Documented validation rules for application data validation; captured and reviewed question fields mapping document with the development team
- Elicited requirements using observations, interview and JAD sessions; designed System mockups and reviewed with development team and end-users

Quality Assurance:

- Administered Mercury TestDirector for the project; developed detailed test case scenarios and performed extensive positive and negative tests
- Performed extensive system-level functional and regression testing; captured defects using Mercury TestDirector

Crunchy Technologies

Arlington, VA

Role: Section 508 Software Engineer

05/2001 – 09/2003

- Analyzed accessibility and usability of complex web applications and web sites of several federal agencies such as DOT, DISA, SSA, USDA, FMC, FRB; generated accessibility audit reports and provided work effort estimates
- Redesigned Web pages developed in CFML, ASP, JSP, HTML, DHTML for better accessibility using coding techniques specified in W3C Web Accessibility Guidelines 1.0 and Section 508 Web guidelines
- Collaborated with IBM Accessibility test team and performed testing of IBM Home Page Reader version 3.04; captured defects using Rational ClearQuest
- Developed command line invocation of PageScreamer Suite written in Java; responsible for bug fixes PageScreamer 508 configuration logic; creating user-friendly installation bundles using InstallAnywhere
- Performed extensive testing of PageScreamer Central, Spider plug-ins for IBM WebSphere Studio Application Developer, Rational TestManager and Rational Robot; captured defects using Rational ClearQuest

Managed Objects

McLean, VA

Software Tester (Summer Internship)

05/2000 – 08/2000

- Extensively tested Formula, a Business Service and Network Management software developed in Java, CORBA, and XML; documented and reported defects using Bugzilla

EDUCATION

MS in Computer Science – American University, Washington, DC; GPA - 3.7/4.0

08/1999 - 05/2001

Received Graduate Assistantship; worked 20 hrs/wk as Database Teaching Assistant

BS in Computer Science – Maris Stella, India; GPA - 3.7/4.0

08/1995 - 05/1998

TECHNICAL SKILLS

Quality Assurance Tools:

Mercury Toolset – *TestDirector, Quality Center, Quick Test Professional*;
Rational Toolset – *TestManager, Robot, ClearQuest*

Process Modeling:

UML, RUP, Microsoft Visio, Rational Rose

Databases:

Microsoft SQL Server, Microsoft Access, Oracle

Development:

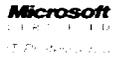
Java, C, XHTML, XML, JSP, Servlets, JavaScript, CSS, ColdFusion, ASP, Microsoft IIS, Apache Tomcat, CVS, Dimensions, CVS, JBuilder, Microsoft Visual Studio, FrontPage, Dreamweaver MX, WebSphere SAD

Operating Systems:

Microsoft Windows NT/2000/XP, Sun Solaris2/Unix

Requirements Management:

Rational RequisitePro



Sunil Prabha

MS SharePoint Architect/Developer

Technical Skills

Operating Systems	Windows 2008 R2/2003,2000, Hyper V ,VM Servers (Virtualization)
Languages	C#, VB.Net, C++, C.
Databases	SQL Server 2008/2005, 2000 and SQL Cluster. (SSRS,SSIS)
Portal technologies	SharePoint 2010, Project Server 2010. Microsoft Office SharePoint Server 2007,SharePoint portal server 2003, Windows SharePoint services V2 andV3, Project server 2007,EPM Live V2.1, BI Scorecards: Business Scorecard Server 2005.Working Knowledge of Performance Point Server. Office 365 and Cloud Apps. ISA 2006,TMG 2010
Internet/ Web Technologies	ASP, ASP.NET1.1 and 2.0, Exposure of 3.0, Ajax technologies.
Software design tools	Microsoft VISIO, Enterprise Architect.
Engineering Software	Auto CAD R14, CAD/CAM, APT, ELAPT, Sigma Plotter, and FEM Analysis.

Education

- M.S., Computer Science, Oklahoma City, OK 2001-2004
- M.S., Mechanical Engineering, Andhra University 1998 -2001
- B.S., Mechanical Engineering, University of Madras 1994-1998

Certifications

- Microsoft Certified Technology specialist **Microsoft Office SharePoint 2010**, Configuring.
- MCITP(Microsoft Certified It professional): **SharePoint Administrator 2010**

Honors

- Letter of Appreciation from **PM AAA / EFV** to the PD EFV Team from **Dept of Navy**.

Professional Experience

OSSE / DC GOV (Oct 18 2011 to Present)

Role: SharePoint Architect/Lead level 4 Developer

Designing SLED for claim based authentication and integration with all schools for Single signon. Architecting solutions on ADFS 2.0 and SAML based authentication. Branded the SLED site configured and architected SharePoint farm for cross farm enterprise architecture for SharePoint with DC Gov. Developing pivot tables for reporting in SharePoint and configuring 3rd party webpart. Installed and configured SSRS, power pivot for SharePoint. Installed and configured project web apps and designed security for Projects in Microsoft project server for all agencies. Modified OBT workflows to fit the agency's needs.

NIH/NIAID (July 5 to Oct 17 2011)

Role: Data Manager/Lead SharePoint Architect/Consultant

- Architect/ Designed application for integrating number of backend systems to generate reports in SharePoint. Lead a team of 4 to implement the design solution. Troubleshoot and research potentially difficult SharePoint challenges, best practices, and feature development to deployment, and WSS 3.0 object models.
- Over saw the whole SharePoint farm maintenance and developed maintenance governance plans for the agencies.

Gibbs&Cox Inc, Crystal City, VA (Feb 2011 to July 1 2011)

Role: SharePoint 2010 Lead Consultant, Architect/Developer

- Built a 3 server farm for SharePoint 2010 implementation and completely responsible for installing, configuring windows 2008 server, SharePoint 2010, SQL server 2008, load balancer and TMG.
- Configured SharePoint 2010 for intranet, extranet and partners facing sites. Installed SSL certs and configured TMG, publish SharePoint web applications. <https://external.gibbscox.com>
- Migrated data from four existing IDEs developed in .Net Nuke to SharePoint including their metadata and built file and folder upload validation and name correction tools c#.
- Responsible for complete flow of SharePoint information architecture, system architecture, network pipe firewall TMG along with documenting the best practices. Customized the OOTB, SharePoint branding, TMG log in forms and Text to fit our needs.

Dept of Navy (EFV Command unit)/Portal Dynamics (October 2008 – Jan 2011)

Role: SharePoint Lead Consultant, Solution Architect /Subject Matter Expert.

- Pilot Upgraded and Migrated the MOSS farm custom solutions and Custom solution to SharePoint 2010 farm.
- Re-Architecting the Custom Solutions and applications build on MOSS 2007 to work in the new frameworks of SharePoint 2010.
- Upgraded Project Server 2007 to Project Server 2010; SharePoint 2010 and SharePoint Designer 2010.
- Installed and Configured SharePoint 2010 on windows 2008 R2 base System by strip out server from scratch.
- Installed and configured Windows 2008 Clustering service and SQL 2008 R2 Cluster. Configured Virtual ISCIS San (FreeNAS) for Virtual San for proof of concepts for Virtualization using SCVMM.
- Defined and designed taxonomy for the USMC EFV portal after extensive interviews with business users. Re-branded the out-of-box portal with USMC themes and consistent user experience MOSS 2007. Rolled out the MOSS 2007 solution completely from inception to production.

ECS Limited, Chantilly, VA

(June 2006 – October 2008)

Role: SharePoint Lead consultant /Developer.

- Responsible for installing, upgrade from SharePoint 2003 to WSS 3.0 to MOSS 2007 with importing custom applications and information from legacy coldfusion based custom intranet (ECS Web).
- Completely responsible for Installation, planning, maintaining, and management: responsible for disaster recovery for Microsoft SharePoint portal server 2007 built Intranet. Extranet and public facing site with MOSS best practices; SharePoint 2007, SharePoint Designer 2007.
- Public facing SharePoint sites FBA: Designed and developed, a public facing Sites for role based and client based logins, Form based Authentication. FBA Responsible for integrations with legacy systems (fox pro) like client registration, project registration, client handling via custom SharePoint Web services.
- Moss based web schedulers and online scheduling: online scheduler helps ECS clients to do their scheduling request, their needs for technicians and other resources.

- Business intelligence suite and MOSS. Integrated business intelligence data, data stores, cubes for presentation on SharePoint using shared services and Business score card server.
- Document Scanning and Imaging: Cover sheet routing service and metadata, redirecting to file shares, using by third party tools and post process the scanned files from central document center to Storing and scanning of previous projects and information. Processing of PDF post processed and developed workflows.
- Involved in designing Data warehouse projects for ECS and maintained the Dashboards developed.
- Experience in evaluating all features of MOSS BI, Enterprise Content management, Record center and various other features of SharePoint different third party tools/ Microsoft Technologies for External BLOB handling large AutoCAD files, hands on evaluating win 2008 server, Moss, performance point server, workflow foundations, Silver Light, Card Space.

Wells Fargo, MAMG group, SFO financial district (Jan 2006–July 2006)

Role: SharePoint Lead Consultant /Developer

- Defined and designed taxonomy for the portal after extensive interviews with business users. Re-branded the out-of-box portal with corporate themes and consistent user experience SharePoint 2003. Rolled out the SharePoint portal2003 solution completely from inception to production.
- Responsible for designing, architecting, programming and developing a custom Export tool using SharePoint object model and .Net for exporting the “Survey” results to excel workbook. Participated in design, code, test reviews cycles. Responsible for engaging and deploying CorasWorks server suite 5.0.
- Integrating project management server 2003 and content management server installation and integrating to SharePoint portal. Developed SharePoint InfoPath form to capture data, integrate with the existing helpdesk system using .Net 3.0, C#, Web services and custom workflow.

Juniper Networks, Santa Clara

(Aug 2005 – Dec 2005)

Role: SharePoint Consultant /Developer External Share Point Services:

- Responsible for managing the users and defining the security and marinating the database. Responsible for backing up and restoring of the portal.
- Extensive customization of SharePoint portal server, design and definition of the UI, branding of the portal.
- Technical support for Juniper network partners around the world who customize the product on local basis (localization). Worked extensively on customizing out-of-box SPS portal. Designed, developed and tested WSS site templates. Experience with quality assurance, prototyping, construction, and integration.
- Trained offshore team on SPS and WSS technologies for development and getting app share point sites under one juniper look and feel. Worked extensively during the system analysis and architectural design phase; Working as an offshore manager extensively in all phases of the product’s life cycle.
- Writing proposals and estimation of the project and resource management and designing the whole share point sites for framing rule and customization using FP 2003. Point of contact for offshore work definition, offshore communication and offshore delivery. Coordinated and managed offshore team in day-to-day development activities.

Acronym	Definition
AIR	The American Institutes for Research - a large nonprofit research firm
CBO	Community Based Organization
CDS	Common Data Set
CIO	The chief information officer - in charge of technology and technical aspects of data systems at the Office of the State Superintendent for Education
CTE	Career and Technical Education
DC	District of Columbia
DC OneApp	Postsecondary online DC Tuition Assistance Grant program data system
DCPS	District of Columbia Public Schools
DCPCS	District of Columbia Public Charter Schools
DC STARS	Student Tracking and Reporting System (DC Public Schools Student Information Management System)
DME	The deputy mayor for education - oversees P-20 workforce agencies
ELL	English Language Learner
FEDES	Federal Employment Data Exchange System
FERPA	Family Education Rights and Privacy Act
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
LACES	Literacy Adult Community Education System
LEA	Local Education Agency
MOU	Memorandum of Understanding
OCTO	Office of the Chief Technology Officer, District of Columbia Government
OCM	Organizational Change Management - a discipline that supports training, outreach, and professional development
ODM	OSSEs Office of Data Management
OSSE	The District of Columbia Office of the State Superintendent of Education - the state education agency for the District of Columbia
P-12	Pre-school through twelfth grade
P-20W	Pre-school through postsecondary education including workforce education programs
Pathways	A District of Columbia council of schools, colleges, universities, community based organizations, policymakers, and other stakeholders from across the P-20W spectrum
PCS	Public Charter School
PMCS	Professional Management Consulting Services
PMO	Project management office that oversees technology projects
RTTT	Race to the Top - a education reform program run by the Office of the State Superintendent of Education

SEA	State Education Agency
SEDS	Special Education Data System
SLDS	Statewide Longitudinal Data System - the United States Department of education program that supports states in developing longitudinal data systems
SLED	Statewide Longitudinal Education Data System - the District of Columbia longitudinal data system
UDC	University of the District of Columbia - the public university for the District of Columbia
UDCCC	University of the District of Columbia Community College
UDCCCWDP	University of the District of Columbia Community College Workforce Development Program Division
USI	Unique Student Identifier
WBS	Work Breakdown Structure

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**District of Columbia
Office of the State Superintendent of Education (OSSE)
Statewide Longitudinal Data Systems (SLDS)
P-20W SLED Postsecondary and Workforce
Budget Narrative**

The following are the SF 424 grant funded positions by personnel category including a description of responsibilities of key personnel and justifications of their time commitments.

Deliverable 1: The need to integrate the current P-12 SLED system to the postsecondary and workforce legacy student database systems to create a P-20W SLED

Personnel:

Postsecondary Workforce Data Quality Analyst (OSSE):

Description of responsibilities:

To evaluate data quality and analytics generated by the grant.

Justification of time commitments:

The Postsecondary Workforce Data Quality Analyst will spend .2 FTE on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system.

Cost 1 year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost second year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost third year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost 3 year total:	.2 Full Time Equivalent x \$73,200 per year=	\$43,920

Institutional Research Data Analyst (University of the District of Columbia)

Description of responsibilities:

To evaluate data quality and analytics from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system.

Cost 1 year:	.2 Full Time Equivalent x \$70,000 per year=	\$14,000
Cost second year:	.2 Full Time Equivalent x \$70,000 per year=	\$14,000
Cost third year:	.2 Full Time Equivalent x \$70,000 per year=	\$14,000
Cost 3 year total:	.2 Full Time Equivalent x \$70,000 per year=	\$42,000

Contractors:

Project Manager (OSSE):

Description of responsibilities:
To direct all activities of the grant.

Justification of time commitments:
The Project Manager (PMCS Consulting) will spend 400 hours on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system. This deliverable will be the Project Manager's largest commitment of time.

Cost 1 year:	\$125 per hour x 400 hours=	\$ 50,000
Cost second year:	\$125 per hour x 400 hours=	\$ 50,000
Cost third year:	\$125 per hour x 400 hours =	\$ 50,000
Cost 3 year total:	\$125 per hour x 1200 hours=	\$150,000

Workforce Data Quality Specialist (University of the District of Columbia Community College Workforce Development and Lifelong Learning Division):

Description of responsibilities:
UDCCC Workforce Division contractor Kairos Management to support the integration of the workforce student database AspirePath into the P-20W SLED system.

Justification of time commitments:
The Workforce Data Quality Specialist will spend 600 on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system. This deliverable will be the Project Manager's largest commitment of time.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$50,000

Tester (OSSE)

Description of responsibilities:
To test the ability of the SLED system for functionality based on OSSE / key institutional stakeholder needs.

Justification of time commitments:
The Tester will spend 369 hours on project deliverable number 1 integrate the current P-12 SLED system to the postsecondary and workforce legacy student database systems to create a P-20W SLED system.

Cost first year:	\$95 per hour x 123hours =	\$11,685
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Cost second year:	\$95 per hour x 123hours =	\$11,685
Cost third year:	\$95 per hour x 123hours =	\$11,684
Cost 3 year total:	\$95 per hour x 369 hours =	\$35,134

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst (PMCS Consulting) will spend 1800 hours on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system.

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 year total:	\$95 per hour x 750 hours=	\$181,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 750 hours on project deliverable number 1 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system.

Cost 1 year:	\$110 per hour x 750 hours=	\$82,500
Cost 3 year total:	\$110 per hour x 750 hours=	\$82,500

Total Cost for Deliverable 1: \$584,554

Deliverable 2: Development of a student Early Warning Indicator System

Personnel: NA

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager will spend 600 hours on project deliverable number 2 to oversee OSSE in kind staff in the development of a student Early Warning Indicator System.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Tester (OSSE)

Description of responsibilities:

To test the ability of the Early Warning Indicator system to fulfill the need to identify college students that are having academic challenges.

Justification of time commitments:

The Tester will spend 707 hours on project deliverable number 2 to ensure the implementation of a functional student Early Warning Indicator System.

Cost first year:	\$95 per hour x 300hours =	\$28,500
Cost second year:	\$95 per hour x 300hours =	\$28,500
Cost third year:	\$95 per hour x 300hours =	\$28,500
Cost 3 year total:	\$95 per hour x 707 hours =	\$35,134

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 750 hours on project deliverable number 2 to Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 750 hours on project deliverable number 2 to support implementation of an Early Warning Indicator System.

Cost 1 year:	\$110 per hour x 250 hours=	\$27,500
Cost 3 years:	\$110 per hour x 250 hours=	\$27,500

Total Cost for Deliverable 2: \$137,634

Deliverable 3: Develop a quality P-20W error reporting system to ensure data integrity

Personnel:

Postsecondary Workforce Data Quality Analyst (OSSE):

Description of responsibilities:

To evaluate data quality and analytics generated by the grant.

Justification of time commitments:

The Postsecondary Workforce Data Quality Analyst will spend .4 FTE on project deliverable number 3 to ensure data quality by working with an OSSE team to implement an error reporting system.

Cost first year:	.4 Full Time Equivalent x \$73,200 per year=	\$29,280
Cost second year:	.4 Full Time Equivalent x \$73,200 per year=	\$29,280
Cost third year:	.4 Full Time Equivalent x \$73,200 per year=	\$29,280
Cost 3 year total:	.4 Full Time Equivalent x \$73,200 per year=	\$87,840

Institutional Research Data Analyst (University of the District of Columbia)

Description of responsibilities:

To evaluate data quality and analytics from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 3 to ensure data quality by working with an OSSE team to implement an error reporting system

Cost first year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost second year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost third year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost 3 year total:	.4 Full Time Equivalent x \$70,000 per year=	\$84,000

Information Technology Banner Technical Specialist (University of the District of Columbia)

Description of responsibilities:

To ensure data quality and data elements from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 3 to

ensure data quality by working with an OSSE team to implement an error reporting system.

Cost first year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost second year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost third year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost 3 year total:	.4 Full Time Equivalent x \$80,000 per year=	\$96,000

Information Technology Banner Technical Specialist (University of the District of Columbia Community College)

Description of responsibilities:

To ensure data quality and data elements from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 3 to ensure data quality by working with an OSSE team to implement an error reporting system.

Cost first year:	1.0 Full Time Equivalent x \$75,000 per year=	\$75,000
Cost second year:	1.0 Full Time Equivalent x \$75,000 per year=	\$75,000
Cost third year:	1.0 Full Time Equivalent x \$75,000 per year=	\$75,000
Cost 3 year total:	1.0 Full Time Equivalent x \$75,000 per year=	\$225,000

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager (PMCS Consulting) will spend 600 hours on project deliverable number 3 to ensure data quality by working with an OSSE team to implement an error reporting system.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Workforce Data Quality Specialist (University of the District of Columbia Community College Workforce Development and Lifelong Learning Division)

Description of responsibilities:

UDCCC Workforce Division contractor Kairos Management to support the integration of the workforce student database AspirePath into the P-20W SLED system.

Justification of time commitments:

The Workforce Data Quality Specialist Kairos Management will spend 400 on project deliverable number 3 to ensure data quality for all UDCCC Workforce Division AspirePath student data by working with an OSSE team to implement an error reporting system

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 400 hours=	\$50,000

Tester (OSSE)

Description of responsibilities:

To test the ability of the SLED system for functionality based on OSSE / key institutional stakeholder needs.

Justification of time commitments:

The Tester will spend 369 hours on project deliverable number 3 develop a quality P-20W error reporting system to ensure data integrity

Cost first year:	\$95 per hour x 123hours =	\$11,685
Cost second year:	\$95 per hour x 123hours =	\$11,685
Cost third year:	\$95 per hour x 123hours =	\$11,684
Cost 3 year total:	\$95 per hour x 369 hours =	\$35,134

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst will spend 1800 hours on project deliverable number 3 develop a quality P-20W error reporting system to ensure data integrity

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 year total:	\$95 per hour x 1800 hours=	\$181,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 250 hours on project deliverable number 3 to ensure the integration of the current P-12 SLED into the proposed P-20W SLED system.

Cost first year:	\$110 per hour x 250 hours=	\$27,500
Cost 3 years:	\$110 per hour x 250 hours=	\$27,500
Total Cost for Deliverable 3:		\$861,474

Deliverable 4: Develop a system of effective research to support continuous improvement by answering questions to support student outcomes

Personnel:

Postsecondary Workforce Data Quality Analyst (OSSE):

Description of responsibilities:

To evaluate data quality and analytics generated by the grant.

Justification of time commitments:

The Postsecondary Workforce Data Quality Analyst will spend .2 FTE on project deliverable number 4 to ensure the development of a system of effective research to support continuous improvement of student outcomes by answering questions to support student outcomes.

Cost first year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost second year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost third year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost 3 year total:	.2 Full Time Equivalent x \$73,200 per year=	\$43,920

Institutional Research Data Analyst (University of the District of Columbia)

Description of responsibilities:

To evaluate data quality and analytics from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 4 to participate in the development of a system of effective research to support continuous improvement by answering questions to support student outcomes

Cost first year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost second year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost third year:	.4 Full Time Equivalent x \$70,000 per year=	\$28,000
Cost 3 year total:	.4 Full Time Equivalent x \$70,000 per year=	\$84,000

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager (PMCS Consulting) will spend 1200 hours on project deliverable number 4 to ensure the development a system of effective research to support continuous improvement by answering questions to support student outcomes.

Cost first year:	\$125 per hour x 400 hours	=	\$50,000
Cost second year:	\$125 per hour x 400 hours	=	\$50,000
Cost second year:	\$125 per hour x 400 hours	=	\$50,000
Cost 3 year total:	\$125 per hour x 1200 hours	=	\$150,000

American Institute for Research:

Description of responsibilities:

To evaluate the P-20W SLED system to give advice based on research findings on all issues related to the identification and implementation of analytic strategies using SLED data.

Justification of time commitments:

American Institutes for Research will spend 160 hours on project deliverable number 4 to ensure the development of a system of effective research to support continuous improvement of student outcomes by answering questions to support student outcomes as the external evaluator.

Cost first year:	\$160 per hour x 500 hours x 3 years=	\$80,000
Cost second year:	\$160 per hour x 500 hours x 3 years=	\$80,000
Cost third year:	\$160 per hour x 500 hours x 3 years=	\$80,000
Cost 3 year total:	\$160 per hour x 500 hours x 3 years=	\$240,000

Goldberg Partner Incorporated DC OneApp:

Description of responsibilities:

DC OneApp is an online postsecondary grant aid data system that manages student mobility and disperses funding support District students entering postsecondary education related to the identification and implementation of analytic strategies using SLED data.

Justification of time commitments:

Goldberg Partner Inc. will spend \$550,000 over two years to stand up a Commercial off the Shelf System (COTS) to be maintained by OSSE on project deliverable number 4 to manage student mobility and disperses funding support District students entering postsecondary education related to the identification and implementation of analytic strategies using SLED data.

Cost first year:	\$160 per hour x 3437.5 hours	=	\$275,000
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Cost second year:	\$160 per hour x 3437.5 hours	=	\$275,000
Cost 3 year total:	\$160 per hour x 3437.5 hours	=	\$550,000

Total Cost for Deliverable 4: \$1,067,920

Deliverable 5: Create P-12 feedback reports

Personnel: NA

Contractors:

Project Manager:

Description of responsibilities:
To direct all activities of the grant.

Justification of time commitments:
The Project Manager will spend 600 hours on project deliverable number 5 to support the creation of P-12 feedback reports.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 200 hours=	\$75,000

Business Analyst (Contractor)

Description of responsibilities:
To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:
The Business Analyst will spend 750 hours on project deliverable number 5 to provide support with the development of documents and design procedures for the development of P-12 feedback reports

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 years:	\$95 per hour x 1800 hours=	\$181,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 250 hours on project deliverable number 5 to support through professional development for the creation of P-12 feedback reports.

Cost first year:	\$110 per hour x 250 hours=	\$27,500
Cost 3 year total:	\$110 per hour x 250 hours=	\$27,500
Total Cost for Deliverable 5:		\$283,500

Deliverable 6: Create consumer information feedback reports

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager will spend 600 hours on project deliverable number 6 to support the creation of P-20W consumer feedback reports.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst will spend 1800 hours on project deliverable number 6 to provide support with the development of documents and design procedures for the development of consumer feedback reports

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 year total:	\$95 per hour x 1800 hours=	\$181,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 250 hours on project deliverable number 6 to support professional development in the creation of consumer feedback reports.

Cost first year:	\$110 per hour x 250 hours=	\$27,500
Cost 3 year total:	\$110 per hour x 250 hours=	\$27,500
Total Cost for Deliverable 6:		\$283,500

Deliverable 7: Create postsecondary and workforce feedback reports

Personnel:

Postsecondary Workforce Data Quality Analyst (OSSE):

Description of responsibilities:

To evaluate data quality and analytics generated by the grant.

Justification of time commitments:

The Postsecondary Workforce Data Quality Analyst will spend .2 FTE on project deliverable number 7 to create postsecondary and workforce feedback reports for the proposed P-20W SLED system.

Cost first year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost second year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost third year:	.2 Full Time Equivalent x \$73,200 per year=	\$14,640
Cost 3 year total:	.2 Full Time Equivalent x \$73,200 per year=	\$43,920

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager will spend 600 on project deliverable number 7 to create postsecondary and workforce feedback reports for the proposed P-20W SLED system.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Information Technology Banner Technical Specialist (University of the District of Columbia)

Description of responsibilities:

To ensure data quality and data elements from the UDC Banner student data management system as part of the implementation of the P-20W SLED system.

Justification of time commitments:

The Institutional Research Data Analyst will spend .4 FTE on project deliverable number 7 to create postsecondary and workforce feedback reports for the proposed P-20W SLED system.

Cost first year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost second year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost third year:	.4 Full Time Equivalent x \$80,000 per year=	\$32,000
Cost 3 year total:	.4 Full Time Equivalent x \$80,000 per year=	\$96,000

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst will spend 1800 hours on project deliverable number 7 to provide support with the development of documents and design procedures for the development of post secondary and workforce feedback reports.

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 year total:	\$95 per hour x 1800 hours=	\$181,000

Total Cost for Deliverable 7: \$395,920

Deliverable 8: Ensure confidentiality of all student data consistent with FERPA requirements

Personnel: NA

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager will spend 600 hours on project deliverable number 8 to ensure confidentiality of all student data consistent with FERPA requirements.

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst (PMCS Consulting) will spend 1800 hours on project deliverable number 6 to provide support with the development of documents and design procedures to support FERPA compliance.

Cost first year:	\$95 per hour x 600 hours=	\$57,000
Cost second year:	\$95 per hour x 600 hours=	\$57,000
Cost third year:	\$95 per hour x 600 hours=	\$57,000
Cost 3 year total:	\$95 per hour x 1800 hours=	\$181,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

Total Cost for Deliverable 8: \$256,000

Deliverable 9: Develop a clearly articulated project management and governance structure

Personnel: NA

Contractors:

Project Manager:

Description of responsibilities:

To direct all activities of the grant.

Justification of time commitments:

The Project Manager will spend 600 hours on project deliverable number 9 to develop a clearly articulated project management and governance structure

Cost first year:	\$125 per hour x 200 hours=	\$25,000
Cost second year:	\$125 per hour x 200 hours=	\$25,000
Cost third year:	\$125 per hour x 200 hours=	\$25,000
Cost 3 year total:	\$125 per hour x 600 hours=	\$75,000

Business Analyst (Contractor)

Description of responsibilities:

To document requirements, design, update and maintain the data dictionary.

Justification of time commitments:

The Business Analyst will spend 568.4 hours on project deliverable number 6 to provide support with the development of documents and design procedures for the development of a management and governance process.

Cost first year:	\$95 per hour x 300 hours=	\$28,500
Cost second year:	\$95 per hour x 168 hours=	\$15,960
Cost third year:	\$95 per hour x 100.4 hours=	\$ 9,540
Cost 3 year total:	\$95 per hour x 568 hours=	\$54,000

Organizational Change Management Lead (Contractor)

Description of responsibilities:

Develop documentation for professional development and support outreach to community agencies.

Justification of time commitments:

The Organizational Change management Lead will spend 250 hours on project deliverable number 9 to provide professional development to support the development of management and governance policies.

Cost first year:	\$110 per hour x 250 hours=	\$27,500
Cost 3 year total:	\$110 per hour x 250 hours=	\$27,500

Total Cost for Deliverable 9:	\$156,500
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

DC Office of the State Superintendent of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	275,000.00	275,000.00				550,000.00
5. Supplies						
6. Contractual	1,313,334.00	1,093,334.00	1,043,332.00			3,450,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	1,588,334.00	1,368,334.00	1,043,332.00			4,000,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,588,334.00	1,368,334.00	1,043,332.00			4,000,000.00

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization DC Office of the State Superintendent of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**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)
(b)(4)						

SECTION C - BUDGET NARRATIVE (see instructions)