

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS

CFDA # 84.372A

PR/Award # R372A070021

Grants.gov Tracking#: GRANT00234047

Closing Date: MAR 15, 2007

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Application for Federal Assistance SF-424

Version 02

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

| | |
|-----------------------------------|-----------------------------------|
| * 3. Date Received: 03/15/2007 | 4. Applicant Identifier: _____ |
|-----------------------------------|-----------------------------------|

| | |
|---|--|
| 5a. Federal Entity Identifier: _____ | * 5b. Federal Award Identifier: _____ |
|---|--|

State Use Only:

| | |
|-------------------------------------|---|
| 6. Date Received by State: _____ | 7. State Application Identifier: _____ |
|-------------------------------------|---|

8. APPLICANT INFORMATION:

| | |
|---|--|
| * a. Legal Name: District of Columbia Public Schools | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 53-6001131 | * c. Organizational DUNS: 122095102 |

d. Address:

| |
|-----------------------------------|
| * Street1: 825 N. Capitol |
| Street2: _____ |
| * City: Washington |
| County: _____ |
| * State: DC: District of Columbia |
| Province: _____ |
| * Country: USA: UNITED STATES |
| * Zip / Postal Code: 20002 |

e. Organizational Unit:

| | |
|--|--|
| Department Name: State Education Agency | Division Name: Information Technology |
|--|--|

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

| | |
|---|----------------------|
| Prefix: Dr. | * First Name: Glenda |
| Middle Name: _____ | |
| * Last Name: Partee | |
| Suffix: _____ | |
| Title: Director | |
| Organizational Affiliation: State Education Office | |
| * Telephone Number: 202-727-9882 | Fax Number: _____ |
| * Email: glenda.partee@dc.gov | |

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-121806-001

* Title:

Statewide Longitudinal Data Systems CFDA 84.372A

13. Competition Identification Number:

84-372A2007-1

Title:

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

DC is both a state and a city. We are, however, an entirely urban SEA.

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

DC Statewide Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

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="5,738,500.00"/> |
| * b. Applicant | <input type="text" value="(b)(4)"/> |
| * c. State | <input type="text"/> |
| * d. Local | <input type="text"/> |
| * e. Other | <input type="text"/> |
| * f. Program Income | <input type="text"/> |
| * g. TOTAL | <input type="text"/> |

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

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

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

- Yes
- No

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

**** I AGREE**

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 District of Columbia Public Schools

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 | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 2. Fringe Benefits | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 3. Travel | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 4. Equipment | S 148,500 | S 250,000 | S 200,000 | S 0 | S 0 | S 598,500 |
| 5. Supplies | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 6. Contractual | S 2,090,000 | S 1,630,000 | S 1,420,000 | S 0 | S 0 | S 5,140,000 |
| 7. Construction | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 8. Other | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 9. Total Direct Costs (lines 1-8) | S 2,238,500 | S 1,880,000 | S 1,620,000 | S 0 | S 0 | S 5,738,500 |
| 10. Indirect Costs* | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 11. Training Stipends | S 0 | S 0 | S 0 | S 0 | S 0 | S 0 |
| 12. Total Costs (lines 9-11) | S 2,238,500 | S 1,880,000 | S 1,620,000 | S 0 | S 0 | S 5,738,500 |

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 District of Columbia Public Schools

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00234047

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.

| | |
|--|--------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Stanley Johnson | * TITLE Superintendent |
| * APPLICANT ORGANIZATION District of Columbia Public Schools | * DATE SUBMITTED 03-15-2007 |

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

| | | |
|--|--|---|
| <p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p> | <p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p> | <p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p> |
| <p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: District of Columbia Public Schools</p> <p>* Address: 825 N. Capitol Street Washington DC: District of Columbia 20002</p> <p>Congressional District, if known:</p> | | <p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p> |
| <p>6. * Federal Department/Agency:</p> <p>US Department of Education</p> | <p>7. * Federal Program Name/Description: Statewide Data Systems</p> <p>CFDA Number, if applicable: 84.372</p> | |
| <p>8. Federal Action Number, if known:</p> | <p>9. Award Amount, if known:</p> | |
| <p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: n/a</p> <p>n/a</p> <p>* Address:</p> | <p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: n/a</p> <p>n/a</p> | |
| <p>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.</p> | | <p>* Signature: Stanley Johnson</p> <p>* Name: Dr. Clifford Janey</p> <p>Title: Superintendent</p> <p>Telephone No.: 202-442-5599</p> |

| | |
|-------------------|--|
| | Date: 03-15-2007 |
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

| |
|---|
| * APPLICANT'S ORGANIZATION District of Columbia Public Schools |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Clifford Middle Name: * Last Name: Janey Suffix: * Title: Superintendent |
| * SIGNATURE: Stanley Johnson * DATE: 03/15/2007 |

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

Clifford

Janey

* Address:

825 N. Capitol St.

Washington

DC: District of Columbia

20002

USA: UNITED STATES

* Phone Number:

202-442-5599

Fax Number:

Email:

2. Applicant Experience:

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:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **8635-Project_Abstract.pdf**

Project Abstract

Developing, Implementing and Sustaining a Statewide Longitudinal Data System for the District of Columbia

Upon assuming office in January, Mayor Adrian Fenty identified education as the top priority of his administration. He joins the District's State Education Agency, the administrators of its multiple LEAs, its university and foundation partners, all of whom have since stressed accountability, transparency, and data-driven decision-making as key tenets of their approach to improving educational outcomes for the District's children. Such an approach relies on a system of comprehensive, accurate, and accessible data, protected by explicit confidentiality measures.

As of today, however, such a data system does not exist. At the most basic level, there is no effective mechanism for tracking individual student movement across publicly funded education programs in the District of Columbia. This inability to follow students as they transfer—or fail to transfer—between schools hampers effective drop-out prevention programs, opens the door to gaps in service delivery, and prevents appropriate allocation of resources, among other things. Beyond the important but basic issue of tracking student movement there is an unmet need to collect and analyze data to determine program effectiveness. Currently there is no easy way to analyze which teacher preparation programs yield the best student outcomes, which curricular reforms lead to increased achievement, or what combination of interventions particular groups of students are enrolled in. Without a unified system that houses comprehensive and accurate data, we risk duplication and gaps in services, non-compliance with federal and local regulations and grant agreements, and a general lack of strategic decision-making.

In the short term, our goals for a student data system are to 1) to effectively track student movement within and across the 56 LEAs in the District of Columbia and 2) to link student achievement outcomes to particular schools, teachers, and programs.

Our ultimate vision is to create a system that tracks students from early childhood through post-secondary and that provides information on the variety of publicly-funded education-related services children are receiving. Such a system would encompass both school-specific information and out-of-school activities and services. This information would allow us to catalogue the array of government-related inputs a child is receiving and better understand the impacts of these various interventions. A longitudinal student data system represents the backbone of this long-term vision.

The District of Columbia has laid some groundwork for this vision, including analyzing the current system and process for creating statewide unique permanent student identifiers, a steering committee comprised of all key stakeholders, a financial commitment from the city government, and the commitment of outside resources eager to provide technical assistance and capacity for data analysis. At the same time, the development of a longitudinal data system in the District is in its infancy, with respect to the development of both the technical systems, and importantly, the policies and governance necessary to have a fully functional system that meets the vision described above. The District stands to gain significantly, therefore, from the financial and technical support offered from the Institute of Education Sciences.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **6749-Mandatory_USED_Statewide_Data_Systems_Project_Narrative.pdf**

Developing, Implementing and Sustaining a Statewide Longitudinal Data System for the District of Columbia

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Abstract

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PROJECT NARRATIVE

I. Need for the Project

The need in the District of Columbia for a statewide longitudinal data system manifests itself clearly and persistently, across the range of stakeholders.

Parents who move their child from a DC district school to a public charter school down the road wonder why the records are not automatically transferred and why the student does not receive the related services in the child's IEP (Individualized Education Program).

A fifth grade teacher wishes he could access individual student achievement data in a timely and user-friendly manner to help him target student strengths and weaknesses, improve the quality of classroom instruction, and ultimately see increased student achievement.

The annual report of the State Advisory Panel on Special Education recommends requiring standardized reporting measures of all LEAs (DCPS and public charter schools) and private placements in order to create a full picture of the status of special education services and special education populations supported by the District of Columbia.

The DC Children and Youth Investment Trust Corporation, which supports out-of-school time (OST) programs, wants access to data to help understand in what ways OST programs help improve academic and social outcomes for DC children and youth, which youth might need more focused outreach to connect with OST enrichment, and what types of programming have the strongest influence on helping meet citywide youth outcomes.

The University of the District of Columbia needs data about incoming students, 70% of whom hail from the District. Information about the characteristics of the high schools they come from, their standardized test scores, their English language learner status, and special needs they bring to the postsecondary experience would help to tailor recruitment efforts and shape programs that address K-12 cumulative deficiencies and gaps in academic and vocational preparation.

In a jurisdiction with so many charter schools, policy makers, parents, the general public, researchers, and the press are eager to evaluate the impact that charter schools and DCPS schools have on students' academic performance over time. The sort of "snapshot" data we have is almost worthless, because it says nothing about how the schools are doing with their students over time — the real measure of a school's performance.

Representatives of the Reconnecting Disconnected Youth Task Force want to identify and determine the magnitude of youth who are disconnected from education and in need of appropriate intervention services. The Task Force wants to be able to identify dropouts, determine whether they have been involved with other youth serving agencies, and tailor interventions to support their success in school and life endeavors.

The inadequacy of data creates a vicious cycle where lack of regular, usable reports to stakeholders results in diminished commitment to maintaining an accurate data system, in turn lessening the ability to produce useful reports. This information-poor environment exists against a backdrop of unacceptably low levels of student achievement where the majority of District schools fail to meet Adequately Yearly Progress (AYP) requirements of the No Child Left Behind (NCLB) law.

State Governance Context

The District of Columbia is the nation's only state education agency (SEA) comprised exclusively of urban local education agencies (LEAs). Within a compact geographic area there are currently 56 LEAs – including the District of Columbia Public Schools (DCPS), which operates over 150 schools, and 55 public charter LEAs, which operate a total of 71 charter schools. The District currently has two chartering authorities: the Board of Education (BOE) and the Public Charter School Board (PCSB). These traditional and public charter schools are characterized by different forms of governance, with DCPS currently overseen by a Board of Education, and the charter LEAs accountable to their own Boards of Trustees and to their respective chartering authorities.

The D.C. Board of Education is currently the State Education Agency (the SEA Officer is the superintendent of the DC Public schools) recognized by the U.S. Department of Education for setting standards, administering assessments for all LEAs, defining and determining AYP, certifying teachers, and reporting all information required by the No Child Left Behind Act of 2001. They also manage a number of federal funding streams.

The State Education Office (SEO), in the Executive Office of the Mayor, provides key inputs that determine the structure of funding public schools by recommending changes to the Uniform Per Student Funding Formula (UPSFF) and supervising annual enrollment audits of all LEAs; manages nutrition services supported by the U.S. Department of Agriculture; accredits local postsecondary institutions; coordinates the Citywide Literacy Initiative; implements the GEAR-UP college-access program; and conducts general research on education to support local decision-making and policy development. The SEO is responsible for Higher Education Financial Services (HEFS), the District's higher education financial aid grants, supported with Congressional funds. The SEO houses the State Higher Education Executive Office, which collaborates with public higher education institutions to improve and promote college access for residents in the District of Columbia. The SEO also manages DC SchoolSearch, a web-based portal to a range of educational programs and information, including early childhood centers, public school profiles and postsecondary institutions.

These responsibilities require the SEO to capture school and student demographic data from the LEAs as well as postsecondary institutions and adult education providers. The SEO has also been tasked by the Council of the District of Columbia with creating a statewide student tracking system. HEFS is deeply involved in tracking student postsecondary education participation, attrition and retention nationally and does this through an agreement with the National Student Clearinghouse.

The University of the District of Columbia (UDC) is the District's public postsecondary institution. UDC is currently the SEA for Adult and Family Education and monitors the participation and outcomes of participants of DC literacy programs offering Adult Basic Education (ABE), GED, English as a Second Language (ESL), and External Diploma Programs (EDP).

Status of the Current Statewide Data System

The District of Columbia's mix of publicly funded options—including the DCPS and public charter options described above, along with a smaller voucher program—creates a wide variety of preK-12 choices for the District's 75,088 public school students. These students and their parents take full advantage of these choices, with high levels of mobility across and among these public school options. In addition, there is significant interstate mobility within the greater DC metropolitan area with students moving across jurisdictions within the District of Columbia, Maryland and Virginia. Given this scenario and the complex governance structure described above, tracking student mobility across schools is difficult.

That said, DC has established the most fundamental element of a student data system through the establishment of a statewide system for assigning **unique permanent student identifiers**. In its SEA capacity, DCPS currently issues unique student identifiers for all LEAs through the DC Student Tracking and Reporting System (DC STARS). Such a process is, of course, critical to ensuring that students receive the services they are due and that LEAs are appropriately compensated and incentivized for providing services. It also lays the groundwork for the kind of input analysis a more robust data warehouse would allow. At present there are insufficient data policies to ensure that the unique identifier for a student follows him/her within and between LEAs. There are also insufficient data policies to ensure that no student is assigned more than one "unique" student identifier. We believe, however, these issues are correctable within the current framework of DC STARS.

In addition to unique student identifiers, the District of Columbia recognizes the importance of establishing statewide **unique permanent teacher identifiers** in order to create a data environment that will allow value-added analysis. While teacher mobility within and across LEAs is less than that of students, it is significant; but as of now, we have no effective way to track it. We are currently exploring the necessary policy and legislative changes that would allow for and support the assignment of unique identifiers to all incoming and existing teachers across DCPS and public charter schools.

An important gap in our current data system relates to the data reporting requirements of charter schools. By law, the public charter schools created by both boards are entirely independent of the District of Columbia Public Schools (DCPS) and the District of Columbia government. Charter schools are exempt from any statutes, policies, rules, and regulations established by DCPS or by any District government entity. Charter schools must, of course, comply with the requirements, including data reporting, of NCLB and other federal programs in which they participate. As it currently stands, however, the charter schools respond to state level and other local data requests on a voluntary basis. The Mayor is preparing to introduce legislation that

would establish reporting requirements for charters to ensure their student level data is fed into the statewide warehouse.

Following is a summary of existing legacy systems and data initiatives in place across the District of Columbia.

- **DC STARS**, referenced above as the system that generates unique student identifiers, is a web-based school intranet system designed to track and collect data on all students. It serves as the student information system for DCPS schools and programs and a number of public charter LEAs. The system contains demographic and personal information on students, along with emergency information on parents and guardians. Given the competing student information systems (SIS) of DCPS and most charter schools, there tends to be a “loss in translation” with respect to the unique student identifier (i.e., students with multiple identifiers or with “bad” numbers that have insufficient or inappropriate digits). Without an established system for SISs to communicate with a central data warehouse, these errors are likely to persist.
- **ENCORE** is a system peripheral to STARS for all DCPS students who are in or referred for special education. The use of this system was mandated by the Court as part of a consent decree. It is our hope that the establishment of a robust data warehouse, linked to a strong SIS, will eliminate the need for this separate system.
- DCPS is also in the initial stages of implementing a web-based instructional management system, **SchoolNet**. SchoolNet was designed to merge DCPS SIS data, standardized test information and benchmark tests. It is designed to help the school system, educators, and students achieve AYP goals, narrow student achievement gaps, enhance teacher proficiency, and accelerate learning. The plan is for schools to capture instructional and assessment data on their students, allowing for determination of individual student performance trends, monitoring of student attendance, and alignment and delivery of the curriculum. A suite of reporting functions provide the capacity to generate detailed profiles on each student. The system also has modules to support professional development, HQET mandates, and parental outreach.
- DCPS is also implementing **ThinkLink**, a research-based predictive benchmark assessment series that matches diagnostic assessments to the state's high-stakes test. DCPS will soon launch a new system for automated report cards for elementary schools. This new system was created outside DC STARS and thus does not link to the SIS.
- All Public Charter School Board LEAs use **OLAMS** (OnLine Attendance Management Software) to report their attendance. OLAMS is a web-based application, which was custom developed for the Public Charter School Board. OLAMS was developed by CSE Inc. of Richmond, VA and is powered by an Oracle database.
- The charter LEAs that do not participate in DC STARS have invested in their own information systems to record additional information about student demographics and performance. (See the Table in Appendix B for a list of Student Information Systems in

use at DC public charter schools.) The most prevalent SIS among the charter schools is **Power School**, a student information system that allows teachers, administrators, staff, parents and students to communicate on a secure web-based network. The system monitors attendance, grades and, if desired, student performance on high stakes exams. Power School is used by 10 LEAs (representing 18 schools). In addition to several other SISs, some charter school LEAs use Excel and other primitive means to track information.

- The State Office of Career and Technical Education within the K-12 SEA is investigating an automated, electronic follow-up system, much like those of Florida and Texas, which would allow for tracking the movement of DC students into postsecondary education and the labor market. The accountability provisions of the Carl D. Perkins Act require each state to gather such follow-up information, which also contributes greatly to program planning and development.
- **LACES** (Literacy, Adult, and Community Education System) is the citywide application and database used to collect and report on all adult literacy students by the SEA at the University of the District of Columbia. LACES features include the production of all special reports required by the federal government.

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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 and programs over time. As a result, 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:

1. A near real-time citywide student tracking system to provide an accurate understanding of the magnitude of student enrollment, mobility and truancy, and to establish an early warning system for when and where within our public education systems young people are enrolled, in attendance, absent, and at risk of dropping out and falling through the cracks of our youth-serving systems.
2. A data collection system with the ability to track a student's academic progress over time and into the postsecondary years.
3. The ability to link student information systems that include student achievement data, including courses taken, grades and schools attended, to other critical education inputs, such as teacher data, staff development, facilities, curricula, or specialized school programs.

As a result, we cannot provide policymakers, administrators, teachers, parents or advocates with critical information about the value-added contribution to student achievement of specific teachers, schools or programs; the preparation, success and progress of our students as they transition from secondary to postsecondary education; or the effect of interventions to address and improve the achievement levels of our students.

Nor can we implement policies designed to target interventions and resources to the site of student learning and service delivery. This situation is both costly to the individual LEAs—each of which is creating its individual solutions to data-driven management of school curriculum, classrooms and student performance—and costly to the state, which is limited in its capacity to effectively plan, manage and provide proper support and oversight of LEAs. The impact on students and student achievement is incalculable.

Current Capacity for Change

Against this backdrop, there is great capacity and potential to develop a well-designed, comprehensive statewide longitudinal data system that can follow individual students' performance over time, transmit student information both within and (in time) between states, and 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, these legacy systems could be integrated, or in some cases, eliminated. 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 Washington DC's public school systems, we have a significant opportunity to streamline the management and planning of public education in the District and improve outcomes through the use of excellent information.

A number of factors support these assertions and our ability to implement and sustain a statewide longitudinal data system.

1. The political will is strong.

The District of Columbia's new Mayor, Adrian Fenty, aggressively supports school reform, has appointed a deputy mayor for education, and has made accountability, transparency, and data-driven decision-making key tenets of his Administration's approach to improving educational outcomes for the District's children. Accelerating the implementation of a unified student tracking and data sharing system is one of the central commitments of his 100-day action plan and a critical longer-term goal. This political will can be leveraged to conduct the necessary business process analyses, to create a robust architecture and a governance structure, and to create a longitudinal data system that works for teachers, principals, researchers and federal reporting requirements. This level of commitment is required if there is to be change in the business practices of our multiple LEAs and other children and youth-serving agencies in order to achieve true integration of their multiple data systems to track the progress of individual students throughout their education—from PK through postsecondary education and adult endeavors.

2. The proposed statewide longitudinal data system will have support and ensured sustainability through established structures and financial commitments.

The required transition plans for the new SEA will encompass a strong data collecting, research and analysis unit capable of sustaining, in partnership with the government's Office of the Chief Technology Officer (OCTO), a longitudinal data and reporting system. We also benefit from District government's experience, spearheaded by OCTO, in the development of and plans for nine services modernization programs (SMPs), which provide a broader infrastructure of support for the longitudinal education data system.

The plan for the Education SMP (EdSMP) is to link clusters of education agencies. Through EdSMP, the statewide longitudinal education data warehouse can be linked to other agency clusters, such as those providing human, health and juvenile justice services. Opportunities will exist for exchange of a range of useful data to inform critical programmatic and policy issues and to address the needs of our children and youth. The partnership of the Office of the Chief Technology Officer with different government agencies has demonstrated that our local government can undertake modernization projects successfully that help to resolve real public problems and create efficiencies. For these reasons, the proposed statewide longitudinal data system is assured support and sustainability.

Although the District's FY 2008 budget will not be finalized until June 2007, we have a commitment from the Mayor's office to increase the budget over the \$2 million we already have committed to the project for FY 2009 and 2010. In addition, through private grants, we are receiving technical assistance in the area of SEA best practices and implementation plans using data for accountability, and support to the project manager of EdSMP to ensure the timely roll-out of this work.

3. There is significant interest on the part of key players in supporting policy oriented research.

Thanks to our status as the nation's capital, we have access to numerous national resources that can provide expertise and support. The Urban Institute's National Center for Analysis of Longitudinal Data in Education Research (CALDER) has expressed strong interest in providing data analysis once a data warehouse is established, and the Council of Chief State School Officers has offered access to its numerous information management consortia and data partnerships. These organizations provide ready access to experts and the lessons acquired by states that have gone before us in establishing statewide longitudinal data systems.

We are also in preliminary discussions with the American Institutes for Research (AIR), George Washington University, and a number of local universities and non-profit research organizations about the creation of an independent Consortium on DC School Research with support from national and local foundations and businesses. The Consortium, inspired by one that has functioned for more than 15 years in Chicago, will carry out an ongoing, multi-year research and technical assistance agenda on a variety of local education policies and practices in order to improve outcomes for DC public school students. The research and services provided by the Consortium will promote a non-partisan, solution-oriented approach to school improvement based on rigorous research and solid data analysis. The Consortium will be a complement, advisor to and data consumer of the statewide longitudinal data system. (See AIR letter of support in Attachment B.)

4. Controls are in place and in development to ensure conformance with all privacy regulations.

In order to improve the design and delivery of services—and ultimately improve outcomes for children—it is important for different entities to share data related to service delivery. Too often a child is being served by multiple programs that are unaware of each other, resulting in duplication and/or gaps. At the same time, it is crucial that personal information be respected and protected. As part of the development of EdSMP, the Office of the Attorney General (OAG) is taking a careful look at the necessary protections required when sharing data between agencies, based on local and federal guidelines, including FERPA. To the extent that agencies identify a need to share data for the purpose of improving services, the OAG will support the development of MOUs that explicitly set the parameters for such sharing, within legal parameters.

Furthermore, AIR has offered the use of their IRB process to ensure the appropriate standards for any research conducted with data from the longitudinal warehouse.

II. Project Design

The D.C. Longitudinal Data System will have four critical steps that must occur in order to resolve the technological, planning, and governance deficiencies currently hampering progress in the District:

1. We must refine, implement, and monitor a series of data policies that ensures the use and portability of unique student identifiers no matter which LEA a student chooses to attend in the District of Columbia.
2. Once those policies are in place and implemented, the SEA can put into practice a data warehouse solution to integrate the student information systems of the District's component LEAs. This will allow the SEA and LEAs to track mobility, truancy, and improve allocation of resources from a holistic perspective.
3. Once the student information systems have been integrated into the data warehouse, the District can link assessment and evaluation systems to the warehouse to conduct longitudinal analyses for program evaluation and value-added study.
4. Once the student information systems and assessment and evaluation systems have been integrated, the state would expand the linkages with the other systems to start populating the data warehouse with for example, special education, free and reduced lunch, OST data, and begin critical linkages to align Pk-12 data with postsecondary education..

The SMPs described earlier organize District government systems into functionally logical clusters of applications that serve multiple agencies and the public. The nine SMP clusters are administrative services, customer service, enforcement services, education (EdSMP), financial, human, motor, property, and transportation services. For each cluster, the SMP automates business processes and integrates related applications so that their functions and data are accessible through a single access point. When all nine SMPs are complete, residents and city management will be able, for the first time, to view data and access services without having to know which agency is responsible for the information or service. SMPs also leverage and

support Office of the Chief Technology Officer (OCTO) common services that conform to the District's enterprise architecture, meet various standards for technical capability (e.g., high availability, scalability, open standards, security, and manageability), and enable all District cluster and enterprise stakeholders to share information and collaborate effectively.

The District of Columbia's first step in developing EdSMP and the statewide longitudinal data system begins with a thorough analysis of what systems and business processes we have in place. We know from experience that the technology piece of the system is the easier part; altering business processes and changing work culture is more difficult. This analysis, funded by D.C. government, currently out for bid and slated to begin in April 2007, smoothes the way for business process reengineering.

The statewide longitudinal data system project has multiple goals:

1. To level the playing field for all LEAs by providing technical assistance and support to improve teaching and increase student achievement. We will do this by assisting teachers and administrators through training, access and encouragement in using available data.
2. To provide maximum transparency and accountability by creating data and reports that are useful and accessible to a variety of users—policymakers, parents, advocates, teachers, administrators, funders, etc.
3. To meet NCLB and other federal reporting requirements accurately, smoothly and productively.
4. To provide a secure and flexible longitudinal view of statewide student, teacher and school performance data for state, LEA and school-based purposes.

Governance and Policy

The D.C. Longitudinal Data System will use the same governance structure as EdSMP in order to ensure continuity between the projects. In July 2007, the principle stakeholders were convened for the purpose of reviewing the concept, technical perspectives and planned stages of EdSMP; discussing the development of a comprehensive citywide education data warehouse; addressing questions and concerns of stakeholders; determining level of interest and buy-in among stakeholders; and determining next steps. Principle Stakeholders (or their designees) included:

- Superintendent, District of Columbia Public Schools and Chief State School Officer
- State Education Officer
- Executive Director, Public Charter School Board
- Director, Office of Early Childhood Development, Dept. of Human Services
- Chair, Committee on Education, Libraries and Recreation, Council of the District of Columbia
- President, University of the District of Columbia
- Chief Technology Officer
- Executive Director, Board of Education
- Deputy Mayor for Children, Youth, Families and Elders

The Stakeholder group in turn identified their respective IT and policy representatives to form a Steering Committee. This Steering Committee first met October 2006 and since January 2007 has been meeting monthly. By agreement, the Steering Committee has expanded to a wider group of agencies and organizations including: the Deputy Mayor for Education, the Department of Youth Rehabilitation Services, the Department of Health, the Public Library, the Children & Youth Investment Trust, the Department of Employment Services, the Consortium of Universities, and others. The Steering Committee will be key to a collaborative partnership that can solve the business problems of creating a successful statewide longitudinal data system.

In addition, we have convened a multi-sector group of organizations, which we refer to as the Public School Information Group. This group represents, public, independent, Catholic, Private Scholarship (voucher) schools, advocates, and community based organizations that sponsor parent and call centers—each with some responsibility for providing information on schools to parents and the public. The goal of the group is to develop strategies to provide and improve the availability of school information: (a) that is useful, timely, accurate, non-biased, accessible to diverse constituents, and provided in multiple mediums; and (b) that does so in an economical, collaborative, not overly burdensome fashion for stakeholders involved. This group's input will be invaluable in helping design our data system to tailor its usefulness for education consumers and the public.

We are also in the process of creating teacher and school administrator advisory committees that will help us make the best system decisions for these users. Our vision is that the members of this committee will become advocates in the schools for using the system when it is up and running.

The contract for the services modernization (SMP) initiation process is to be awarded in April 2007. Through this discovery process, the business and architectural analyses of education stakeholders will be provided. Specifically, the contractors will: (a) survey industry best practices, successful methodologies in use at other municipalities, (b) perform an in-depth investigation by coordinating interviews with dozens of stakeholders, city-wide service developers, District enterprise architects and others, (c) incorporate interview feedback and best practices insight into a service delivery analysis process that can then be applied to the project, (d) develop an investigative process that identifies opportunities for the project to fully leverage/supplement initiatives underway at other city-wide development activities (such as the Human Services Modernization Program, which includes a data warehouse), (e) develop and establish an architectural framework that will roll-up cleanly into the larger enterprise architecture, and (f) develop a business plan that serves as a roadmap for implementation. The plan will include a clear return on investment (ROI) case, identify risks and risk mitigation, and include an analysis focused on identifying the right set of commercial off-the-shelf (COTS) and Enterprise Resource Planning (ERP) products necessary to support multi-agency service fulfillment and complex business processes. While this process may produce some results for recommendations broader than the longitudinal data warehouse, the process will also include analyses and recommendations for the data warehouse and associated systems.

Although the formal discovery process has not yet begun, we have initiated one component—a charter school SIS capacity study designed to provide an analysis of the data collection and reporting systems used by the charter school LEAs. We are also building a Multi-Year Enrollment Audit Data base, which has uncovered procedural problems in the assignment and use of the unique student identifier for which remedies are being identified, and which provides enrollment trend data over a six year period. We are initiating policies to link the unique student identifier on the HEFS scholarship application, which will provide the ability to match student records between preK-12 and higher education systems for our public high school graduates who participate in this program.

Technical Grant Requirements

The following addresses each of the technical grant requirements as planned within the proposed system:

1. Unique permanent student identifier—DC Public Schools (DCPS) already has the technical capability to assign the identifier through DC STARS. The charter LEAs also use DC STARS to create an identifier and then use that number in their respective student information systems (SIS). We currently lack an automated link to charter school systems. When the total enrollment across all LEAs is viewed, duplicates exist (i.e., students with more than one ID) in the system. We encounter this problem consistently, so we know the business process is not working as well as it could. If we keep this process, we need a business process reengineering for the creation of the identifier. The decision about whether we will continue to use DC STARS as the generator of the unique identifier for all LEAs will be determined based on further study. Advisors have suggested that we consider a system such as the one Washington State has created. We are following up on that now.
2. Enterprise-wide data architecture—The EdSMP discovery process is designed to ensure that all information needs are analyzed and considered, at classroom, school, LEA, DC-wide and federal levels. All data elements required for ED*Facts* will be included. The data warehouse will allow for longitudinal analysis of student, teacher, and school achievements, including following individual students' progress over time. Our plan is to link the DCPS student information system, the special education system, early childhood system, adult and family literacy systems, distance learning system, post-secondary systems, the charter schools' various systems and other systems from service organizations that serve D.C. learners. The data model and data dictionary will be created during the discovery and design phases. The access policy, other business rules and quality assurance procedures will be developed during the design phase.
3. Protecting security, confidentiality and integrity of data—An upfront analysis of user groups and roles during the discovery process will lead us to our security design. We will identify the different roles needed and define access rights to the data according to FERPA working with the American Institutes for Research. Business intelligence software will allow us to set access to information by role, even restricting viewer access by report—one viewer with more access might be able to see all of the data on a report, but another viewer with restricted access would be able to see only a portion

of the data. Most reports will consist of aggregated data without identifiable individuals. If individual teachers, for example, want to use a data mart to see information about their students, they will be given access to a more granular level of information, but only for their students.

We will be able to run audit reports to see who is accessing what data. Data warehouse and data mart servers will be protected by the DC government firewall.

We will use SchoolNet or a similar program to provide teachers and administrators with access to the data they need to make daily decisions. We will probably use a more sophisticated business intelligence software for other researchers, such as those at our local universities.

4. Automated reporting—Using business intelligence software, we will be able to create some reports automatically, including those needed to meet local and federal reporting requirements. We will be able to report all *EDFacts* data groups after three years. Our foundation and consortium partners are advising us on ways to automate this reporting.
5. Data warehouse—This will be the cornerstone of our architecture, which we plan to make accessible to the SEA, teachers, schools, and researchers through data marts. The education data warehouse will link DC STARS, charter LEAs' SIS systems, OLAMs, the human services data warehouse, nutrition systems, higher education information, adult literacy information, and other databases.
6. Exchanging student data—We will use the Schools Interoperability Framework Specification to ensure that we can exchange data with institutions in other states. In the first year, we are committed to working with counties in Virginia and Maryland. Exchanging information with those local counties will be extremely valuable, since many students move among these adjacent areas.
7. Data Marts—Our plans include data marts as a means for providing data, reports and ad hoc analyses for teachers, administrators and District officials. We will probably use SchoolNet for teachers and principals, and other business intelligence software—most likely Business Object's WebIntelligence program. This product is currently used successfully by four DC agencies to access the human services data warehouse.
8. Evaluation of education-related programs—Our architecture will include tying in systems that track early childhood programs, nutrition services, GEAR UP (to prepare middle school students for college), out-of-school time programs and others. We will provide data warehouse access to the organizations that sponsor these programs and systems, so that they can analyze their programs' performance.
9. Governance structure—Our steering committee is already formed, has had several meetings, has agreed on the need for a statewide longitudinal data system, and is committed to working together to create it. If the Mayor's school legislation passes, the SEA will assume day-to-day responsibility for the data warehouse, including access and maintenance. The steering committee will continue to meet on a monthly basis to provide feedback and guidance on the system.

10. Communication infrastructure—We plan to use BaseCamp (free on the internet) to communicate with and among stakeholders. Additionally, our project managers will devise a communication plan in the first three months of the project.
11. Facilitating analyses—Once our security and confidentiality safeguards are in place, and our data-sharing agreements have been signed, access to the system will be a matter of routine. UDC and the SEA will take the lead on analyzing data at the state level. The SEA has already hired a data analyst for this purpose.
12. Ongoing training—After the grant period, the SEA will provide a trainer for this purpose. Additionally, we will create web-based training modules, according to individual users' role, schedule and pace. This is included in our budget planning.
13. Evaluation procedures—We will hire an independent consultant to serve as an evaluator. The evaluator will work with the project team to identify specific evaluation criteria. The evaluator will be invited to attend all grant-related meetings over the grant-funded period. The evaluator will deliver an annual formative evaluation report on the project as well as a final summative report.
14. Long-term plan—Our 2008 budget request to DC Government includes the necessary staff, money and technical resources to operate the system and provide assistance to users over the next 10 years. Federal funds are needed to jump start the process and ensure that we do not need to create the system on a shoestring budget. We already have a small budget dedicated to this project, but it is not enough to realize the entire vision we have for the project.
15. Our data system will meet the Education Data Exchange Network and NCLB reporting requirements. We will use data element definitions as set forth in the NCES Handbooks Online.

The steering committee has developed a preliminary outline of the questions they would like a data warehouse to answer. Please see Appendix B for the outline.

Technical Design

D.C. has an award-winning enterprise architecture with well-defined standards and methodologies for implementing data warehouses. Our architectural approach assumes the re-use of patterns in areas such as data warehousing. The Project will build upon the best practices as developed by the Human Services Modernization Program (HSMP) and other technology projects for data warehousing, SOA, ETL, etc. Our proposed architecture is attached (Appendix B).

During the discovery process, we will verify our architectural assumptions, including whether this pattern is applicable for education business needs. Some refactoring of this architecture will probably be necessary after the discovery process to align with stakeholder needs.

Our current plan is to create a traditional enterprise data warehouse. Source information will be transferred from the various systems to a data warehouse using a standard ETL process. The ETL system will also perform data validation, accuracy, type conversion and business rule application. Information from the data warehouse will be transferred to data marts, designed to

serve different users' needs. We will probably use a star schema to reduce the burden on servers and reduce users' wait time.

To develop our enterprise level data model, we will create a data committee, with members from the same organizations on the steering committee. While the steering committee serves as the body for advice and direction, this committee will be made up of the people who will roll up their sleeves and do the work of making sure we have common metadata terms, a quality assurance policy for data, and all policies and procedures related to data.

III. Project Personnel

Laura Ellen Brown, Ph.D. Director EdSMP, Office of the Chief Technology Officer (b)(4)

Dr. Brown will represent the Office of the Chief Technology Officer (OCTO) and provide continuous monitoring of project performance. Dr. Brown will develop feedback procedures with the project's stakeholders, arrange for informational sessions as necessary and provide problem analysis and resolution assistance. She will be assigned to the project (b)(4) time.

Dr. Brown currently directs the development of the District EdSMP (Education System Modernization Project), one of seven clusters through which the District is modernizing its information systems to serve multiple agencies and the public. Over the past five years at OCTO, Dr. Brown has managed a \$5 million budget, directed procurement, and provided oversight to technology projects and information architecture, and supervised employees and contractors.

Dr. Brown is PMP certified by the Project Management Institute.

Glenda L. Partee, Ph.D. Special Assistant for Policy, State Education Office (b)(4)

Dr. Partee will serve as the State point of contact for the DC Longitudinal Data System Grant for the State Education Office and will ensure the continuous engagement and collaboration of the project stakeholders as the data system is developed. Dr. Partee will provide (b)(4) of her time to provide Grant oversight on behalf of the DC Government and ensure timely reports to the Institute of Education Sciences on all aspects of the performance of the Grant.

Dr. Partee currently serves as Special Assistant for Policy in the District's State Education Office, where she has managed the initial stages of the development of the EdSMP (Education System Modernization Project). She manages the D.C. Government's Education Center and D.C. School Search, web-based information sources on education and schools in the District. In the area of data systems development, Dr. Partee convenes stakeholder groups, including the SEO's Data Super Team. Over her extensive professional career, Dr. Partee served as President of the American Youth Policy Forum, Assistant Director of the Council of Chief State School Officers and Director, Special Projects for the National Association for Equal Opportunity in Higher Education.

Bryan J. Kirk, Program Manager, District of Columbia Office of the Chief Technology Officer (b)(4).

Mr. Kirk currently serves as a Program Manager within the D.C. Administrative Services Modernization Program (ASMP). He led data cleansing and change control management efforts for the District of Columbia Government's PeopleSoft 8.8 HRMS implementation and worked with development teams across three functional areas (Benefits Administration, Time and Labor, and North American Payroll) to ensure that existing data errors were resolved either programmatically or manually, helped to analyze and identify existing errors that impacted each implementation, and managed change control processes using Merant PVCS Tracker.

Mr. Kirk will lead the requirements team and the data quality effort.

Dileep S. Rajan, Research & Analysis, State Education Office, (b)(4) will provide daily support to the project and manage the contracting and procurement processes as well as convene and manage meetings of stakeholders.

Mr. Rajan serves as SEO liaison to the D.C. Office of the Chief Technology Officer on data management and currently serves as manager of the Multi-year Enrollment Audit database, chairs the Data Super Team and is Program Manager, Public School Enrollment and Residency Verification Audit and is COTR, Nonpublic Special Education Cost Analysis

Bryan C. Richardson, principle, Urban Policy Development Consulting Services, (b)(4) will provide advisory and analysis services to the D.C. Longitudinal Data System project to develop "Stat" accountability processes and performance measurement systems.

Mr. Richardson provides assessment, analysis, and implementation assistance for public sector management reform and culture change, as well as, assisting school systems in the procurement, roll-out, and day to day implementation of assessment data collection systems, data warehouses, and longitudinal data systems to support student achievement.

Deborah A. Gist, State Education Officer, State Education Office, (b)(4) Ms. Gist will further the mission of the DC Longitudinal Data system through proven management, strategic planning, training and development skills. An innovative problem solver, effective motivator and well-organized professional with excellent communication skills and successful experience supervising and working with diverse groups, Ms. Gist will ensure that the appropriate agencies work effectively together to develop the desired data warehouse.

Appointed in 2004 as the State Education Officer responsible for enhancing state-level educational services and opportunities for all District residents through research, effective policy, and programs that ensure the equitable distribution and availability of administrative, financial and nutrition resources. Ms. Gist leads an agency staff of 80 and manages a budget of \$100 million of locally approved funds plus additional federal grants and appropriations.

Technical Advisory Team

The development of the DC Longitudinal Data System will require extensive assistance from technical experts. The following are staff of the DC Office of the Chief Technical Officer who will support the development of the DC Longitudinal Data System:

Robert A. LeGrande, II, (b)(4) Interim Chief Technology Officer, provides executive leadership to refine OCTO's role in supporting the District's agencies and maintaining world class standards, infrastructure, systems, architecture, applications and programs. He maintains relationships with Regional, National and International partners in technology to support and extend the District's agenda of leveraging its position as technology leader for the ultimate benefit of its citizenry. Robert LeGrande, II is a resourceful IT professional with over 20 years of diverse experience in managing people, projects and systems for optimum results. He possesses hands on leadership capabilities in operations and financial management, customer negotiations, program management, program design and implementation, as well as marketing and sales.

Gregory R. Barlow, Chief Information Officer, District of Columbia Public Schools (DCPS), (b)(4) will serve as the Point of Contact for DCPS on the DC Longitudinal Data System. Mr. Barlow will ensure coordination and integration of DCPS data systems within the new warehouse data system.

Mr. Barlow is responsible for all aspects of the Office of Information Technology for DCPS. This Office has an operating budget averaging over \$13 million annually, 55 employees not including 35 vacancies, over 15,000 computers, 165 sites, and 70,000 internal users. Mr. Barlow has extensive achievements in the public sector (K-12 education) and in both international and domestic business in the following areas of expertise: computer information systems, business management, project management, consulting, and accounting. He has demonstrated skills in corporate and team management, strategic planning, infrastructure and computer systems design, network operating systems, WAN connectivity, system security, client/server and web applications, finance, accounting, budgeting, and employee relations to increase results, profits, and productivity.

Jamey Harvey, (b)(4) Deputy Director of OCTO, in charge of Citywide Integration and Development. Mr. Harvey manages OCTO's \$40 million application budget and 120 contractors and full time employees and is accountable for delivery and oversight of all new application projects for the District government. He created and implemented DC's award winning Service Oriented Architecture (SOA) infrastructure for citywide software applications and web-services and saved the District \$30M+ by negotiating and deploying District-wide licenses for EAI, Portal and Business Intelligence platforms. He created, and implemented program to initiate and oversee development, integration, and deployment for applications such as public safety, education, and property services.

Orlando M. Bullock II, (b)(4) Business Intelligence project manager for the HSMP Program, Office of the Chief Technology Officer, DC government. Mr. Bullock has Extensive project management experience in full lifecycle software development, project planning, function point analysis, budgeting, project deliverables, and resource utilization and experience in and technical

knowledge of object-oriented software development; enterprise architecture development; data modeling; distributed, embedded, and web services-oriented applications development; systems integration; OLTP and OLAP development; enterprise data warehouse development; enterprise information portals; and enterprise business intelligence reporting.

Laureen Weeden, (b)(4) Business Intelligence Lead, DC Office of the Chief Technology Officer, Human Services Modernization Program (HSMP). Ms. Weeden has over ten years of experience in the development of data warehousing and in designing, programming and developing solutions for data entry and data analysis and performance measurement projects.

IV. Resources

The District of Columbia government has already begun to invest in this project. Almost \$500,000 was put into the capital budget for FY 2007 and another \$1 million for each of FYs 2009 and 2010 for a total of about \$2.5 million to support the development of EdSMP. Mayor Fenty has committed his support for the creation of a comprehensive data warehouse, and when the FY 2008 budget is completed this summer, we are confident it will include additional multi-year funding for the project development and sustainability.

In addition, FY 06 Congressional funds for quality improvements in charter LEAs have been used to support the Charter School SIS Capacity Study. We are using private funds to provide technical assistance and support to staff as we think through and research the necessary components of a statewide longitudinal data system. For the last year, the SEO has systematically worked to develop capacity (through staff, equipment and professional development) to propel the development of a longitudinal data system. The project has a dedicated, full-time staff person functioning as a liaison to OCTO and creating critical databases on enrollment trend data statewide. The Director of the SEO's Policy, Research and Analysis department has worked to develop the governance structure for EdSMP and the internal knowledge it will require among her staff. Funds from the federal grant from the Institute for Education Sciences will be used to support the development of the statewide data warehouse and datamarts and will help to leverage other funds. Since the longitudinal data system will be a part of EdSMP, an ongoing initiative of District government, its sustainability will be assured.

V. Management Plan

The main collaborators for this project are SEA (D.C. Board of Education), OCTO and the SEO (which has been instructed by the District's Council to develop a citywide data system for education). OCTO and SEO are both providing management-level employees to direct and oversee this project. The OCTO Director is PMP-certified by the Project Management Institute; she will provide daily management of resources assigned to the grant. The SEO Director has managed the initial stages of the development of the EdSMP (Education System Modernization Project) and has extensive experience in project management.

Each phase of the project life cycle will be closely monitored by the project Directors as well as by a centralized Project Management Office (PMO) in the Office of the Chief Technology Officer. The team will follow a continuous process improvement policy as they seek root causes to project problems and develop solutions.

Much of the project will be implemented by contracted technical consultants. Project staff are skilled in the mechanics of coordination of government agencies and the task of forging collaboration for the greater good. Also, the internal technical assistance team members have extensive experience in engineering data warehouses, most with hands-on experience with the District's SMP operations.

Contracted consultants will assist in the extensive programming and design work that will be required. A consultant will be engaged to conduct project evaluation.

During the three-year implementation, the project directors will be responsible for managing project plan changes, updating the schedule, and communicating project information to staff and stakeholders. The project directors will use the project plan in Appendix A to ensure that team members perform the defined tasks.

The stakeholder committee will meet on a monthly basis to provide guidance and feedback to the project team. Additionally, teacher and administrator advisory groups will provide requirements for user reports.

Throughout, we will continue efforts already begun with the Public School Information group, which has a vested interest in public access to better, user-friendly and more timely information on publicly-financed education in the District. We will also continue our work with the DCPS IT department and Public Charter School Board to create a culture of data use and a respect for clean, useful data at the school level for ultimate use by the statewide system. We are working on the development of new businesses practices (school, LEA and state) to achieve this goal. This effort will be ongoing.

Please note that we plan to move forward on our general plan (starting with our discovery process in April), whether or not we get the grant. Without grant funding, we will have to scale back on our efforts, including the School Implementation Plan below.

Implementation Analysis

Given our concentrated urban environment and our unique District/State position, our effort must be (a) external facing to support state-level functions such as compliance, monitoring, training and high-end data reporting; and (b) internal, conscious of the needs and supports required of the LEAs and schools. Our efforts will support this range of interests.

To better understand the LEA perspective, our workgroup conducted a review of urban school systems that have integrated data driven decision making into their day to day work. Based on this research, our team has begun to form an implementation framework to plan how we will operationalize the longitudinal data system once it is implemented.

We learned that enterprise data analysis and reporting tools are not technology projects—they are culture change projects. We saw and heard repeatedly that if we did not plan to put the system to work in a way that was real to the day-to-day realities of everyone in the state, LEA,

and school, we would be wasting time and money. The following implementation framework details how we plan to strategically manage the system once it is in place.

Our research has shown that NCLB data is most useful in supporting decisions about how resources (such as time, teachers, professional development opportunities, supports and interventions) are allocated. State and LEA level data help executive leadership answer fundamental questions such as:

- (1) Which schools are meeting and not meeting AYP?
- (2) To what grade levels, schools, programs, or student groups do we need to concentrate resources to address achievement gaps?
- (3) In what areas of professional development should the LEA concentrate to correct a system-wide weakness?
- (4) How can schools and LEAs assess interim progress toward achievement goals?

We learned that these data must be the central components of yearly performance reviews and planning processes. With these data, the state can engage in a yearly planning process with the LEAs. Takeaways from these planning processes help to inform budgets and resources to support strategies most linked to the strengths and weaknesses shown in the NCLB reports.

We know that longitudinal data sets add value at the school level, at the LEA level and at the state level. At the school level, examination of cohort data and longitudinal achievement data can help principals spot multi-year trends. Principals use these data to quantify the “value added” teachers or programs provide. This can be useful in targeting professional development and evaluating performance. Teachers also use these data for improvements in targeting instruction and planning.

At the LEA level, longitudinal data is critical in helping the executive leadership understand the patterns and consequences of child mobility within the district, for evaluating school level grade formations (e.g. Middle schools vs. K-8), and for tracking the performance of class cohorts as they move through the system.

At the state level, we learned that it is nearly impossible to track the unique identifier of a student as they move from kindergarten through post-secondary education without an enterprise level data system that retains sole authority in designating unique identifiers. This is a particular challenge to the District of Columbia where students have the choice to attend 56 LEAs in a city populated by 551,000 residents. Further, DC students have the option to attend public universities in any state of their choice for in-state rates. Tracking students at the post-secondary level, will require DC to coordinate unique identifiers with every state students may attend.

Our research at the state level also revealed that this statewide system will be required if the SEA is to ever measure and compare the performance of its many charter LEA programs to one another and to the District of Columbia Public Schools. Without this single comparison point of data, the state will never gain an objective understanding of what programs improve student achievement and which do not.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **9586-Mandatory_Appendix_A_-_Timeline.pdf**

Attachment 2:

Title: Pages: Uploaded File: **5851-Appendix_B_-_Survey_of_Charter_LEA_SIS.pdf**

Attachment 3:

Title: Pages: Uploaded File: **6080-Appendix_B.pdf**

Attachment 4:

Title: Pages: Uploaded File: **8556-Project_Personnel_Resumes.pdf**

| ID | Task Name | Duration | Start | Finish | Predecessors | Resource Names |
|-----|------------------------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| 1 | Project Management | 909.13 days | Tue 3/6/07 | Tue 9/7/10 | | |
| 2 | Weekly project meeting | 909.13 days | Tue 3/6/07 | Tue 9/7/10 | | |
| 186 | Steering Committee Meeting | 884.25 days | Tue 3/27/07 | Tue 8/24/10 | | |
| 228 | Discovery Requisition | 26 days | Tue 3/13/07 | Tue 4/17/07 | | |
| 229 | Send out RFQ | 2 wks | Tue 3/13/07 | Mon 3/26/07 | | |
| 230 | Review Proposals | 3 days | Tue 3/27/07 | Thu 3/29/07 | 229 | |
| 231 | Interview Qualified Candidates | 1 wk | Fri 3/30/07 | Thu 4/5/07 | 230 | |
| 232 | Program Evaluation | 3 days | Fri 4/6/07 | Tue 4/10/07 | 231 | |
| 233 | OCP Evaluation | 1 wk | Wed 4/11/07 | Tue 4/17/07 | 232 | |
| 234 | OCP Makes Award | 0 days | Tue 4/17/07 | Tue 4/17/07 | 233 | |
| 235 | Create Project Charter | 4 wks | Mon 3/26/07 | Fri 4/20/07 | | |
| 236 | Discovery Process | 111 days | Wed 4/18/07 | Fri 9/21/07 | 228 | |
| 237 | Document Business Processes | 53 days | Wed 4/18/07 | Fri 6/29/07 | | |
| 238 | DCPS | 4 wks | Wed 4/18/07 | Tue 5/15/07 | 234 | |
| 239 | Charter Schools | 4 wks | Wed 5/2/07 | Tue 5/29/07 | 238FS-2 wks | |
| 240 | SEO | 3 days | Fri 5/18/07 | Tue 5/22/07 | 239FS-8 days | |
| 241 | SEA | 2 wks | Wed 5/30/07 | Tue 6/12/07 | 239 | |
| 242 | HSMIP (review) | 3 days | Fri 6/1/07 | Tue 6/5/07 | 241FS-8 days | |
| 243 | Other Stakeholders | 4 wks | Mon 6/4/07 | Fri 6/29/07 | 241FS-7 days | |
| 244 | Document Data Information | 64 days | Mon 5/14/07 | Fri 8/10/07 | 237FS-7 wks | |
| 245 | DCPS | 1 mon | Mon 5/14/07 | Fri 6/8/07 | 234 | |
| 246 | Charter Schools | 1 mon | Fri 5/25/07 | Thu 6/21/07 | 245FS-11 day | |
| 247 | SEO | 2 wks | Fri 6/15/07 | Thu 6/28/07 | 246FS-1 wk | |
| 248 | SEA | 4 wks | Fri 6/22/07 | Fri 7/20/07 | 247FS-1 wk | |
| 249 | HSMIP (review) | 1 wk | Mon 7/16/07 | Fri 7/20/07 | 248FS-1 wk | |
| 250 | Other Stakeholders | 4 wks | Mon 7/16/07 | Fri 8/10/07 | 248FS-1 wk | |
| 251 | Document Applications | 66 days | Fri 6/15/07 | Tue 9/18/07 | 244FS-8 wks | |
| 252 | DCPS | 1 mon | Fri 6/15/07 | Fri 7/13/07 | 234 | |
| 253 | Charter Schools | 1 mon | Fri 6/29/07 | Fri 7/27/07 | 252FS-2 wks | |
| 254 | SEO | 3 days | Mon 7/30/07 | Wed 8/1/07 | 253 | |
| 255 | SEA | 2 wks | Thu 8/2/07 | Wed 8/15/07 | 254 | |
| 256 | HSMIP (review) | 3 days | Thu 8/16/07 | Mon 8/20/07 | 255 | |
| 257 | Other Stakeholders | 4 wks | Tue 8/21/07 | Tue 9/18/07 | 256 | |
| 258 | Document Technology | 43 days | Tue 7/24/07 | Fri 9/21/07 | 251FS-2 mo | |

| ID | Task Name | Duration | Start | Finish | Predecessors | Resource Names |
|-----|---|-----------------|--------------------|---------------------|--------------|----------------|
| 259 | DCPS | 1 mon | Tue 7/24/07 | Mon 8/20/07 | 234 | |
| 260 | Charter Schools | 1 mon | Tue 8/7/07 | Tue 9/4/07 | 259FS-2 wks | |
| 261 | SEO | 3 days | Tue 8/21/07 | Thu 8/23/07 | 260FS-2 wks | |
| 262 | SEA | 1 mon | Fri 8/10/07 | Fri 9/7/07 | 261FS-2 wks | |
| 263 | HSMP (review) | 3 days | Mon 9/10/07 | Wed 9/12/07 | 262 | |
| 264 | Other Stakeholders | 1 mon | Fri 8/24/07 | Fri 9/21/07 | 262FS-2 wks | |
| 265 | Discovery Complete | 0 days | Fri 9/21/07 | Fri 9/21/07 | 264 | |
| 266 | Design & Development Requisition | 20 days | Fri 9/21/07 | Mon 10/22/07 | 236 | |
| 267 | Send out RFQ | 1 mon | Mon 9/24/07 | Mon 10/22/07 | | |
| 268 | Review Proposals | 3 days | Mon 9/24/07 | Wed 9/26/07 | | |
| 269 | Inteviw Qualified Candidates | 1 wk | Mon 9/24/07 | Fri 9/28/07 | | |
| 270 | Program Evaluation | 3 days | Mon 9/24/07 | Wed 9/26/07 | | |
| 271 | OCP Evaluation | 2 wks | Mon 9/24/07 | Fri 10/5/07 | | |
| 272 | OCP Makes Award | 0 days | Fri 9/21/07 | Fri 9/21/07 | | |
| 273 | Gather Requirements | 5 mons | Wed 4/18/07 | Thu 9/6/07 | 234 | |
| 274 | Design Phase | 189 days | Mon 8/13/07 | Thu 5/8/08 | | |
| 275 | Data Dictionary | 6 mons | Mon 8/13/07 | Fri 2/1/08 | 244 | |
| 276 | Data Access and Use Policy | 5 mons | Mon 8/13/07 | Fri 1/4/08 | 244 | |
| 277 | DWH Conceptual Model | 3 mons | Mon 9/24/07 | Wed 12/19/07 | 258 | |
| 278 | DWH Logical Model | 3 mons | Tue 10/23/07 | Thu 1/17/08 | 277FS-2 mon | |
| 279 | Datamarts High Level Design | 3 mons | Mon 8/13/07 | Tue 11/6/07 | 244 | |
| 280 | Datamarts Detailed Specifications | 6 mons | Wed 11/7/07 | Fri 4/25/08 | 279 | |
| 281 | DWH Physical Model | 5 mons | Thu 12/20/07 | Thu 5/8/08 | 277 | |
| 282 | Data Loading Plan | 5 mons | Thu 12/20/07 | Thu 5/8/08 | 277 | |
| 283 | Define Data Cleansing Rules | 3 mons | Thu 12/20/07 | Thu 3/13/08 | 244,277 | |
| 284 | H/W S/W Procurement | 20 days | Thu 5/8/08 | Thu 6/5/08 | 281 | |
| 285 | Send out RFQ | 1 mon | Fri 5/9/08 | Thu 6/5/08 | | |
| 286 | Review Proposals | 1 wk | Fri 5/9/08 | Thu 5/15/08 | | |
| 287 | Program Evaluation | 3 days | Fri 5/9/08 | Tue 5/13/08 | | |
| 288 | OCP Evaluation | 2 wks | Fri 5/9/08 | Thu 5/22/08 | | |
| 289 | OCP Makes Award | 0 days | Thu 5/8/08 | Thu 5/8/08 | | |
| 290 | Data Sharing Agreements | 52 wks | Mon 3/5/07 | Mon 3/10/08 | | |
| 291 | Create Security Policies/Procedures | 115 days | Mon 9/24/07 | Thu 3/6/08 | 265 | |
| 292 | Establish Security Policies | 8 wks | Mon 9/24/07 | Tue 11/20/07 | | |

| ID | Task Name | Duration | Start | Finish | Predecessors | Resource Names |
|-----|---|-----------------|--------------------|--------------------|-------------------|----------------|
| 293 | Create Security Management Procedure | 8 wks | Wed 11/21/07 | Thu 1/17/08 | 292 | |
| 294 | Create Active Directory Structures | 3 wks | Fri 1/18/08 | Thu 2/7/08 | 293 | |
| 295 | Load Security Data | 1 wk | Fri 2/8/08 | Thu 2/14/08 | 294 | |
| 296 | Test Security Procedures | 3 wks | Fri 2/15/08 | Thu 3/6/08 | 295 | |
| 297 | Development (phase I) | 190 days | Fri 5/9/08 | Thu 1/29/09 | 274 | |
| 298 | Install Hardware | 2 wks | Fri 6/6/08 | Thu 6/19/08 | 284 | |
| 299 | Install Software | 2 wks | Fri 6/20/08 | Thu 7/3/08 | 284,298 | |
| 300 | Create Databases and ETL repository | 4 wks | Fri 7/4/08 | Thu 7/31/08 | 299 | |
| 301 | Create data templates for LEAs to ma | 4 wks | Fri 8/1/08 | Thu 8/28/08 | 300 | |
| 302 | Configure Data Extraction Tools for e | 8 wks | Fri 8/29/08 | Thu 10/23/08 | 301 | |
| 303 | Develop Data Staging and ETL Proce | 6 wks | Fri 10/24/08 | Thu 12/4/08 | 302 | |
| 304 | Develop Reports Based on business re | 4 wks | Fri 12/5/08 | Thu 1/1/09 | 274,303 | |
| 305 | Implement Statewide Unique Identific | 3 wks | Fri 5/9/08 | Thu 5/29/08 | 274 | |
| 306 | User interface for SEA users | 8 wks | Fri 12/5/08 | Thu 1/29/09 | 303 | |
| 307 | QA/Testing (phase I) | 117 days | Fri 4/24/09 | Mon 10/5/09 | 297FS+12 w | |
| 308 | Move to QA Environment | 3 days | Fri 4/24/09 | Tue 4/28/09 | | |
| 309 | System Testing | 4 days | Wed 4/29/09 | Mon 5/4/09 | 308 | |
| 310 | Perform Data Quality Assurance with | 12 wks | Tue 5/5/09 | Mon 7/27/09 | 309 | |
| 311 | Preliminary review of data extract for | 3 wks | Tue 7/28/09 | Mon 8/17/09 | 310 | |
| 312 | Refine Extract based on findings | 3 wks | Tue 8/18/09 | Mon 9/7/09 | 311 | |
| 313 | Once correct, load data extract into da | 2 wks | Tue 9/8/09 | Mon 9/21/09 | 312 | |
| 314 | Review and fix data error warnings | 2 wks | Tue 9/22/09 | Mon 10/5/09 | 313 | |
| 315 | Execute ETL Process Multiple Times | 4 wks | Tue 5/5/09 | Mon 6/1/09 | 309 | |
| 316 | Implementation (phase I) | 114 days | Mon 5/4/09 | Fri 10/9/09 | 309 | |
| 317 | Move to Production Environment | 4 days | Tue 10/6/09 | Fri 10/9/09 | 307 | |
| 318 | Go live | 0 days | Mon 5/4/09 | Mon 5/4/09 | | |
| 319 | Training | 4 days | Mon 3/5/07 | Thu 3/8/07 | | |
| 320 | Vendor trains IT Staff on ETL | 4 days | Mon 3/5/07 | Thu 3/8/07 | | |
| 321 | User acceptance testing | 4 days | Fri 3/9/07 | Wed 3/14/07 | 320 | |
| 322 | Development (phase II) | 230 days | Tue 5/5/09 | Mon 3/22/10 | 318 | |
| 323 | Special Ed (Encore) | 4 wks | Tue 5/5/09 | Mon 6/1/09 | | |
| 324 | Charter attendance (OLAMs) | 4 wks | Tue 6/2/09 | Mon 6/29/09 | 323 | |
| 325 | Free & Reduced Meals (FARMS, Wii | 3 wks | Tue 6/30/09 | Mon 7/20/09 | 324 | |
| 326 | Early Care & Education Administratic | 2 wks | Tue 7/21/09 | Mon 8/3/09 | 325 | |

| ID | Task Name | Duration | Start | Finish | Predecessors | Resource Names |
|-----|--|-----------------|--------------------|--------------------|--------------|----------------|
| 327 | Food Programs Reporting System (FF | 1 wk | Tue 8/4/09 | Mon 8/10/09 | 326 | |
| 328 | Nutrition Services (DCAP) | 1 wk | Tue 8/11/09 | Mon 8/17/09 | 327 | |
| 329 | Assessment (SchoolNet & others) | 4 wks | Tue 8/18/09 | Mon 9/14/09 | 328 | |
| 330 | Thinklink | 3 wks | Tue 9/15/09 | Mon 10/5/09 | 329 | |
| 331 | Adult Education (LACES) | 2 wks | Tue 10/6/09 | Mon 10/19/09 | 330 | |
| 332 | University of the District of Columbia | 4 wks | Tue 10/20/09 | Mon 11/16/09 | 331 | |
| 333 | Facilities (Millenium) | 2 wks | Tue 11/17/09 | Mon 11/30/09 | 332 | |
| 334 | Higher Education (OneApp) | 2 wks | Tue 12/1/09 | Mon 12/14/09 | 333 | |
| 335 | Commodity Ordering (ECOS) | 2 wks | Tue 12/15/09 | Mon 12/28/09 | 334 | |
| 336 | Integrate HSMP DWH | 12 wks | Tue 12/29/09 | Mon 3/22/10 | 335 | |
| 337 | User interface for administrators, teach | 3 wks | Tue 3/2/10 | Mon 3/22/10 | 336FS-3 wks, | |
| 338 | Create Promotional Materials | 7 wks | Tue 12/1/09 | Mon 1/18/10 | 307FS+8 wks | |
| 339 | QA/Testing (phase II) | 41 days | Tue 3/23/10 | Tue 5/18/10 | 322 | |
| 340 | Move to QA Environment | 1 wk | Tue 3/23/10 | Mon 3/29/10 | | |
| 341 | System Testing | 1 wk | Tue 3/30/10 | Mon 4/5/10 | 340 | |
| 342 | Perform Data Quality Assurance | 3 days | Tue 4/6/10 | Thu 4/8/10 | 341 | |
| 343 | Preliminary review of data extract for | 3 days | Fri 4/9/10 | Tue 4/13/10 | 342 | |
| 344 | Refine Extract based on findings | 1 wk | Wed 4/14/10 | Tue 4/20/10 | 343 | |
| 345 | Once correct, load data extract into da | 1 wk | Wed 4/21/10 | Tue 4/27/10 | 344 | |
| 346 | Review and fix data error warnings | 1 wk | Wed 4/28/10 | Tue 5/4/10 | 345 | |
| 347 | Execute ETL Process Multiple Times | 2 wks | Wed 5/5/10 | Tue 5/18/10 | 346 | |
| 348 | Implementation (phase II) | 20 days | Tue 5/18/10 | Tue 6/15/10 | 339 | |
| 349 | Move to Production Environment | 4 days | Wed 5/19/10 | Mon 5/24/10 | | |
| 350 | Go live | 0 days | Tue 5/18/10 | Tue 5/18/10 | | |
| 351 | User acceptance testing | 4 wks | Wed 5/19/10 | Tue 6/15/10 | | |
| 352 | Training | 195 days | Tue 10/6/09 | Mon 7/5/10 | 291 | |
| 353 | Develop End User Training Strategy | 9 mons | Tue 10/6/09 | Mon 6/14/10 | 307 | |
| 354 | Train Power Users | 2 wks | Tue 5/25/10 | Mon 6/7/10 | 353FS-4 wks, | |
| 355 | Train the Trainers | 4 wks | Tue 6/8/10 | Mon 7/5/10 | 354 | |
| 356 | Rollout | 0 days | Mon 7/5/10 | Mon 7/5/10 | 352 | |
| 357 | Project Closeout | 1 mon | Tue 7/6/10 | Mon 8/2/10 | 356 | |

Distribution of SIS's Across Charter Schools by Campus

Appendix B

| | Blackband | DC STARS | Headmaster | PCR Educator | PowerSchool | Rediker | SASL | School Master | School Minder | STI | Creative Curriculum | MS Access | MS Excel | MS Word |
|--|-----------|----------|------------|--------------|-------------|----------|----------|---------------|---------------|----------|---------------------|-----------|----------|----------|
| Academia Bilingue de la Comunidad | | | | | | | | | | | | | | |
| Academy for Learning Through the Arts | | | | | | | | | | | | | | |
| Apple Tree Early Learning | | | | | | | | | | | | | | |
| Arts & Technology Academy | | | | X | | | | | | | | | | |
| Bridges | | | | | | | | | | X | | | X | |
| Capital City | | | | | | | | | | | | | | |
| Carlos Rosario International | | | | | | | | | | | X | X | | |
| Cesar Chavez - Middle School | | | | | | | | | | | | | | |
| Cesar Chavez - High School | | | | | | | | | | | | | | |
| City Collegiate | | | | X | | | | | | | | | | |
| DC Bilingual | | | | | | | | | | | | | | |
| DC Preparatory Academy | | | | X | | | | | | | | | | |
| E. L. Haynes | | | | X | | | | | | | | | X | |
| Eagle Academy | | | | | | | | | | | | | | |
| Early Childhood | | | | | | | | | | X | | | | |
| Education Strengthens Families | | | | | | | | | | | | | | |
| Friendship - Blow Pierce Campus | | | | | | | X | | | | | | | |
| Friendship - Collegiate Academy (Woodson) | | | | | | | X | | | | | | | |
| Friendship - South East Elementary Academy | | | | | | | X | | | | | | | |
| Friendship -Chamberlain Elementary Campus | | | | | | | X | | | | | | | |
| Friendship -Woodridge Campus | | | | | | | X | | | | | | | |
| Hope Community | | | | | | | | | X | | | | | |
| Hospitality | | | | | | | | | | | | | | |
| Howard Road Academy | | | | X | | | | | | | | | | |
| Howard University Middle School for Math & Science | | | | X | | | | | | | | | | |
| KIPP DC/AM Academy | | | | X | | | | | | | | | | |
| KIPP DC/KEY Academy | | | | X | | | | | | | | | | |
| KIPP DC/WILL | | | | X | | | | | | | | | | |
| Maya Angelou - Evans Campus | | | | X | | | | | | | | | | |
| Maya Angelou - Shaw Campus | | | | X | | | | | | | | | | |
| Meridian | | | | | | | | | | | | | | |
| Nia Community | | | | | | | | | | | | | | |
| Paul | | | | | | | | | | | | | | |
| Potomac Lighthouse | | | | | | | | | | | | | | |
| School for Arts In Learning - Elementary School | | | | X | | | | | | | | | | |
| School for Arts in Learning - Middle School | | | | X | | | | | | | | | | |
| SEED | X | | | | | | | | | | | | | |
| Septima Clark | | | | | | | | | | | X | X | X | |
| Thurgood Marshall Academy | X | | | | | | | | | | | | | |
| Tree of Life Community | | | | | | | | | | | | X | | |
| Tri-Community | | | | | | | | | | | | X | X | |
| Two Rivers | | | | | | | | | | | | | | |
| Washington Latin | | | X | | | | | | | | | | | |
| Washington Mathematics, Science & Technology | | | | | | | X | | | | | | | |
| William E. Doar Jr. | | | | | | | | | | | | | | |
| Youth Build | | | | | | | | | | | | | X | |
| Barbara Jordan | | | | | | | | | | | | | | |
| Bocker T. Washington | | | | | | | X | | | | | | | |
| Children's Studio School | | | | | | | | | | | | | | |
| City Lights | | | | | | | | | | | | | X | X |
| Community Academy - Amos 2 Campus | | | | X | | | | | | | | | | |
| Community Academy - Amos Elementary Campus | | | | X | | | | | | | | | | |
| Community Academy - Butler Bilingual Campus | | | | X | | | | | | | | | | |
| Community Academy - Rand Campus | | | | X | | | | | | | | | | |
| Elsie Whitlow Stokes Community Freedom | | X | | | | | | | | | | | | X |
| Hyde Leadership | | | | | X | | | | | | | | | |
| Integrated Design Electronic Academy (IDEA) | | | | X | | | | | | | | | | |
| Ideal Academy | | | | | | | | | | | | | | |
| Kamit Institute for Magnificent Achievers (KIMA) | | | | | | | | X | | | | | | |
| Latin American Montessori Bilingual (LAMB) | | X | | | | | | | | | | | | |
| Mary McLeod Bethune - NE Campus | | X | | | | | | | | | | | | |
| Mary McLeod Bethune - NW Campus | | X | | | | | | | | | | | | |
| Next Step | | X | | | | | | | | | X | X | X | |
| Options | | X | | | | | | | | | | | | |
| ROOTS - Kennedy Campus | | | | | | | | | | | | | | |
| ROOTS - North Capitol Campus | | | | | | | | | | | | | | |
| St. Coletta | | | | | | | | | | | X | | | |
| Washington Academy | | | | | | | | | | | | | | |
| Young America Works | | | | | | | | | | | | | | |
| Total = | 2 | 6 | 0 | 1 | 18 | 1 | 6 | 1 | 1 | 1 | 2 | 4 | 9 | 5 |

Data Warehouse Questions from Steering Committee

This document reflects the EdSMP steering committee's initial thinking regarding the kinds of questions we hope to answer through the early functionality of a longitudinal student data system. This list is not exhaustive, but it provides a sense of what value we believe we will get from a robust data system.

Responses to all of these questions should allow for disaggregation by gender, race/ethnicity, special needs, ELL status, grade, school, LEA, performance level, status as ward of the District, zip code.

I. Student Performance and Trends

- A. CAS scores by
 - 1. school
 - 2. grade/class/teacher
 - 3. sector (DCPS/Charters/private scholarship)
 - 4. courses taken

- B. SAT/ACT/AP/IB scores by (the above)

II. Attendance

- A. Attendance rates (daily, monthly, yearly)
- B. Truancy rates
- C. Expulsion rates

III. Discipline

- A. Suspensions by school and level of offence
- B. Suspension results (e.g., to YSA; Choice/Alternative school)

IV. Graduation and School Leavers

- A. What students are exiting our systems and why?
 - 1. Drop-out
 - 2. Transfer
 - 3. Graduation

V. Student Enrollment

- A. How many students each year:
 - 1. Enter the system(s)
 - 2. Move to the next grade level
 - 3. Drop out
 - 4. Graduate
 - 5. Are suspended/expelled

Appendix B

B. What are the enrollment trends?

1. How has the number of special education students changed? (see C below)
2. How has the number of males/females changed?
3. Are there different levels of participation by grade/level, outcomes and group (e.g., race, gender, special needs, etc.)?
4. What are the trends for different schools and systems?
5. What has been the impact of charters on school enrollment; Private scholarships on school enrollment?

C. Special Education

1. Demographics
2. Placement (school; private placements)
3. Level of service
4. Type of disability
5. Costs for services
6. Medicaid
7. IEP (current; date of; content of)
8. Transportation

D. Student Record History

1. Courses
2. Grades
3. School
4. Term/grade/teacher

VI. Student Mobility

A. What is the mobility of students? What are the trends by category?

1. Intra-district systems
2. Inter-district systems
3. Inter-state – out and incoming

VII. School Information

- A. School Type (DCPS, PCSB, BOE-PCS, etc.)
- B. AYP
- C. Number of teachers and staff
- D. Budget/school finances
- E. Enrollment
- F. Federal and Private Funding
- G. Measures of school effectiveness
- H. Facilities Information
- I. School comparisons
- J. User evaluations
- K. Culture/safety

Appendix B

VIII. Teacher Information

- A. Certification
- B. Years of service (at school/system/general)
- C. Linked to student data
- D. Retention
- E. Mobility

IX. What are the characteristics of students in alternative education settings?

- A. Completion rates
- B. Grades
- C. CAS Performance
- D. College/work access
- E. Effectiveness (measures of)
- F. Involvement with juvenile justice and other youth serving systems

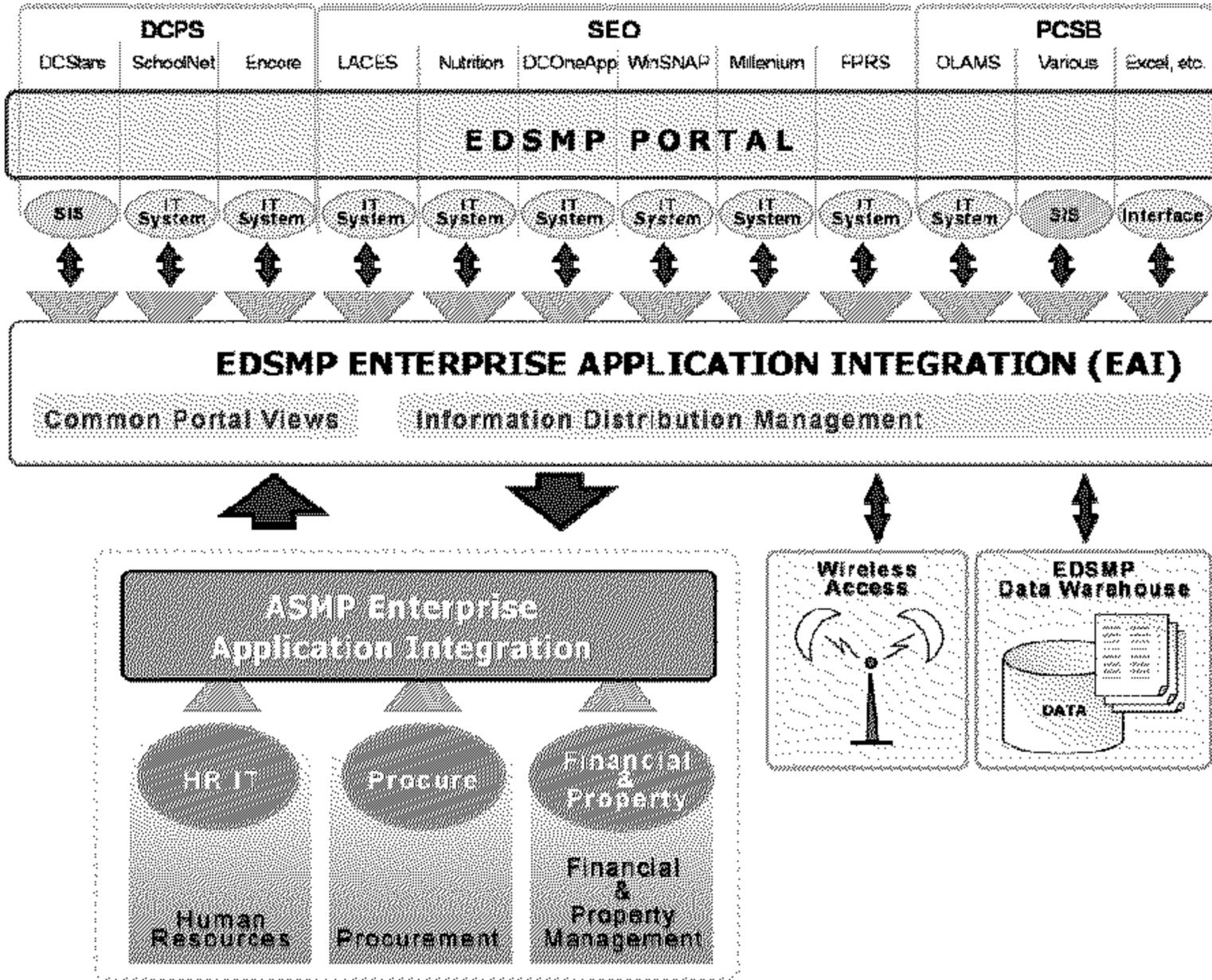
X. College Access

- A. High School Graduates who go on to college, work and military
- B. College preparation and career preparation (AP/IB classes and enrollment; career major)
- C. College going rates
- D. Which PSE attended
- E. Retention in PSE
- F. Years to PSE graduation

XI. Adult Education/Literacy

- A. school/program
- B. grade/class/teacher
- C. courses taken
- D. certification/GED achieved

EDSMP Architecture



Appendix B



ADRIAN M. FENY
Mayor

March 14, 2007

Dear Grant Review Committee Members:

I have identified education as the top priority for my administration. With the creation of the new position of Deputy Mayor for Education, we are ensuring a coordinated education strategy for the District of Columbia that focuses resources on improving student achievement and strengthening the role of schools as community anchors. I have also put forth a proposal, currently under consideration by the City Council, to bring District of Columbia Public Schools under direct Mayoral responsibility. Pivotal to all of these efforts is a comprehensive and high-functioning data system that can track progress and inform our efforts.

I am delighted, therefore, to support the DC Statewide Longitudinal Data System project as part of our work to improve educational outcomes in the District. Such a system will allow for more strategic decision-making and stronger tools for accountability, with an end goal of significantly higher levels of student achievement. It will also streamline federal reporting for NCLB and improve our ability to provide meaningful and timely information to parents.

I urge you to fund this grant application and pledge my administration's ongoing support for this effort as part of our deeply held commitment to data-driven decision making.

Sincerely,



Adrian M. Feny, Mayor

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



Victor Reinoso
Deputy Mayor for Education

Dear Grant Review Committee Members:

I am writing this letter in strong support of the District of Columbia's proposal to create a Statewide Longitudinal Data System. Mayor Fenty has identified the development of an effective student data warehouse as a key priority in our efforts to improve education outcomes in the city. The work is already underway to develop such a system, and a grant from the Institute of Education Sciences would provide critical fuel for this effort.

The proposed system will efficiently and accurately respond to Federal mandates and meet the multiple information needs of education stakeholders. Students, teachers, parents, school leaders, district officials, and researchers will be able to rely on high quality, accessible, and comprehensive data as a tool to ensure that all students achieve at high levels.

My office is currently helping to coordinate the various agencies' legal counsels to understand data-sharing barriers and enable the data system project to move forward. We are also working to ensure that the city budget allocates resources to support the project on an ongoing basis. Through the efforts of multiple individuals across the city we are laying the groundwork for an effective longitudinal data system, but we have much work ahead of us.

The financial and technical support afforded by this Institute of Education Sciences grant would be critical to accelerating this important endeavor. The attached proposal has been prepared with input from my office along with the numerous stakeholders that form the steering committee of this project. I pledge that my office will provide oversight and support to ensure the project is a success.

Sincerely,

A handwritten signature in cursive script that reads "Victor Reinoso".

Victor Reinoso
Deputy Mayor for Education

ELEANOR HOLMES NORTON
DIRECTOR OF CONGRESS

COMMITTEE ON
HOMELAND SECURITY
SUBCOMMITTEE
ON ENERGY, PREPAREDNESS, SCIENCE
AND TECHNOLOGY
PREVENTION OF NUCLEAR AND
RADIATION RISKS



Congress of the United States
House of Representatives
Washington, D.C. 20515

March 14, 2007

COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE

U.S. DEPARTMENT OF
TRANSPORTATION
RANKING MEMBER, ECONOMIC DEVELOPMENT,
PUBLIC BUILDINGS, AND
EMERGENCY MANAGEMENT
ADMINISTRATION
WATER RESOURCES AND
ENVIRONMENT

COMMITTEE ON
GOVERNMENT REFORM

U.S. DEPARTMENT OF
JUSTICE
LEGISLATIVE AND PUBLIC AFFAIRS
OFFICE
CRIMINAL JUSTICE, DRUG POLICY AND
FOREIGN INTERESTS

Dear Grant Review Committee Members:

I am writing in support of Washington, DC's proposal to create a Statewide Longitudinal Data System under the Education Services Modernization Program. This data system will improve teaching and increase student achievement by helping teachers and administrators understand and use available data. This grant would help DC realize its vision of data-driven decision making for education. The system will help teachers use data in the classroom to help individual students improve. It will help state administrators make data-driven decisions about what programs are working. The data system will also help DC easily and efficiently meet the federal NCLB reporting requirements.

I would appreciate your consideration of the District of Columbia's State Education Office, in conjunction with the Office of the Chief Technology Officer, application for this grant award. Kindly address your correspondence and inquiries to Thomas Atkins, Caseworker/Grants Specialist, at my Congressional District Office, 529 14TH ST NW STE 900, Washington, DC 20045-1928. Mr. Atkins can be reached by telephone at (202) 783-5065.

Thank you for your attention to my request.

Sincerely,

Eleanor Holmes Norton
Member of Congress

EHN:cm

2007-03-14 10:00 AM
ELEANOR HOLMES NORTON
529 14TH ST NW STE 900
WASHINGTON, DC 20045-1928

2007-03-14 10:00 AM
ELEANOR HOLMES NORTON
529 14TH ST NW STE 900
WASHINGTON, DC 20045-1928

2007-03-14 10:00 AM
ELEANOR HOLMES NORTON
529 14TH ST NW STE 900
WASHINGTON, DC 20045-1928



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
825 North Capitol Street, NE, 9TH Floor
Washington, D.C., 20002-1994
(202) 442-5885 – fax: (202) 442-5026

March 15, 2007

Dear Grant Review Committee Members:

I am pleased to write a letter of support for the DC Statewide Longitudinal Data System project under the Education Services Modernization Program. The DC Public Schools (DCPS) is ready to implement data-driven decision-making to improve student achievement throughout the city.

Our Office of Information Technology staff is prepared to work with the other agencies and organizations involved in this effort, including the State Education Office, the Office of the Chief Technology Officer and the Public Charter School Board, to share data across organizations.

The data system will improve teaching and increase student achievement by presenting available data to teachers and administrators in an easy-to-understand user interface. I have already supported an effort to bring test data to teachers and administrators through SchoolNet, and I wholeheartedly endorse efforts to take data sharing to the next level in the city.

Thank you for considering the DC Public Schools State Education Agency grant request. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Clifford B. Janey".

Clifford B. Janey, Ed.D
Superintendent

CBJ:jp

Appendix B



District of Columbia Public Charter School Board

March 13, 2007

Dear Grant Review Committee Members:

I am pleased to provide a letter of support for the DC Statewide Longitudinal Data System project under the Education Services Modernization Program.

The DC Public Charter School Board (PCSB) requires that charter schools establish measurable goals as part of an accountability plan that is approved by the authorizer, the PCSB. The PCSB monitors each school's academic progress, operational and financial management, and legal compliance annually, and conducts a "high stakes" cumulative review of each school's progress at the end of each five years.

The PCSB has a system in place that collects student demographic and economic data, receives attendance, and analyzes raw test data received from the testing company. Annual school wide performance and status in NCLB is generated by our system and reports are generated.

The proposed statewide system will provide an institutional/systemic view of student performance that will be critical in assessing the educational unit. This additional information will support the Board's vision of "enabling D.C. students to realize their full potential by supporting the creation of excellent charter schools."

Thank you for considering DC's grant application.

Sincerely,

A handwritten signature in cursive script that reads "Josephine C. Baker".

Josephine Baker
Executive Director
DC Public Charter School Board



March 14, 2007

Dear Grant Review Committee Members:

I am writing in support of District of Columbia's proposal to create a Statewide Longitudinal Data System, under the Education Services Modernization Program.

As an independent agency, the Criminal Justice Coordinating Council (CJCC) for the District of Columbia is dedicated to continually improving the administration of criminal justice in the city. The mission of the CJCC is to serve as the forum for identifying issues and their solutions, proposing actions, and facilitating cooperation that will improve public safety and the related criminal and juvenile justice services for District of Columbia residents, visitors, victims, and offenders.

Currently, when young people come in contact with the criminal justice system for delinquent behavior, the criminal justice agencies often lack the resources and expertise to provide needed services. In order for this to be effective, it is important for agencies to work closely with the schools and other social service agencies on behalf of our youth. The sharing of client population information is arguably one of the most important coordination efforts. This proposed data system will improve the decision-making, collaboration among teachers, social service providers, administrators, criminal justice agencies and policymakers.

If you consider providing funding for this innovative data system, it could serve as a model for the country. The CJCC realizes it is paramount to invest in youth. The proposed data sharing will allow the District of Columbia to realize its vision of cross cutting data-driven decision making for educating our young people. This system could help reduce juvenile delinquency, truancy and youth who are disconnected from productive educational opportunities.

I wholeheartedly support this level of data sharing. Thank you for considering the District of Columbia's grant request.

Sincerely,

Nancy M. Ware

Executive Director,

Criminal Justice Coordinating Council

CJCC PRIORITIES
*Juvenile Violence Reduction, Gun Violence, Recidivism, Information Sharing,
Substance Abuse and Mental Health Services, Integration Field Force, Detention Capacity and Options*



March 13, 2007

To Whom It May Concern:

The American Institutes for Research (AIR) is pleased to provide this letter of support for the District of Columbia Longitudinal Student Data System and agrees to serve as the Institutional Review Board (IRB) agency for this new initiative.

AIR is already engaged in collaborative discussions with representatives from the State Education Office and other related agencies such as the District of Columbia Public Schools to create a Consortium on DC School Research, with support from national and local foundations and businesses and in partnership with other DC-based institutions (e.g., universities, non-profit research organizations, business and community organizations). The Consortium, housed and operated at AIR, will serve as an independent institution, carrying out research and providing evidence-based guidance to support improved system performance in areas considered critical by the various DC public school communities such as: operations, including finances, data systems, and personnel policies; curriculum and instruction; assessment; professional development; and program evaluation.

As part of our commitment to this new SEO longitudinal data initiative, AIR will provide the SEO with access to our Institutional Review Board human subject protection policies and procedures directly or through the proposed collaborative role of the new Consortium. AIR's IRB (IRB0000436) has conducted expedited and full-board reviews of research involving human subjects for more than 13 years. AIR is registered with Office of Human Research Protection (OHRP) as a research institution (IORG0000260) and conducts research under its own Federalwide Assurance (FWA00003952).

AIR has the capacity to assist collaborators such as the DC SEO to comply with federal human subject protection regulations by providing timely Institutional Review Board (IRB) review. AIR conducts IRB reviews for all of its own internal research activities and provides this service for a variety of subcontractors and collaborators. AIR's IRB also conducts human subject protection reviews for some institutions such as the Association of American Medical Colleges (AAMC) which do not have their own IRB and find it more cost-effective to contract with AIR for such services. IRB review is important since it minimizes risk to human subjects and because non-compliance with federal regulations can result in a loss of all federal funding.

AIR's IRB specializes in the review of social and behavioral research and typically completes reviews within days of submission. IRB reviewers are themselves experienced researchers. The review process is not adversarial, but involves collegial collaboration between the IRB reviewer and the project director to both facilitate the flow of research and ensure compliance with ethical and regulatory guidelines. AIR's IRB Chair stays in close contact with developments in the human subject protection field and shares developments with IRB reviewers.

1200 THOMAS JEFFERSON ST, NW | WASHINGTON, DC 20007-9028 | TEL 202.462.5200 | FAX 202.462.5100 | WEBSITE WWW.AIR.ORG

Appendix B

March 13, 2007
Letter of Support

In closing, we want to reiterate our support for the new DC Longitudinal Data System and to commit to serving as the Institutional Review Board for this effort either directly for the SEO or through the emerging Consortium on DC School Research, where appropriate.

Sincerely,

A handwritten signature in black ink, appearing to read "George W. Bohmstedt", with a long horizontal line extending to the right.

George W. Bohmstedt
Senior VP of Research

cc:

Andrea Burling, IRB Chair
Pam Wong, IRB Administrator

GLENDAL. PARTEE, PH.D.

(b)(6)

Employment Experience

March 5 – Present – Special Assistant for Policy
DC State Education Office
441 4th Street, NW, 350N
Washington, DC 20001
202/727-9882; Glenda.partee@dc.gov

Responsible for working with the State Education Officer of the District of Columbia to improve the efficiency of state-level education administration. Duties include providing oversight, developing strategies, reviewing plans, determining new areas of focus, advising the State Education Officer on research and analysis functions, and initiating research projects for the agency.

May 2005 – March 2, 2007 – Director, Policy, Research & Analysis Department
D.C. State Education Office

Provided overall direction and management for this department of the State Education Office with responsibility for a \$6 million budget and 6 staff. The department has responsibility for overseeing the annual enrollment count of all public school students; making recommendations to the Mayor and D.C. Council on the Uniform Per Student Funding Formula; establishing residency guidelines for students of public K-12 schools; developing a citywide education data warehouse; organizing convening events, including quarterly policy breakfast forums on topics of interest to the local education and policy community; overseeing and providing staff support to the Mayor's citywide literacy initiative and the State Advisory Panel on Special Education; maintaining the Education Center and D.C. School Search, web-based information sources on education and schools in the District of Columbia; developing research and policy reports on public education in the District.

June 2004 – April 2005 – President and Associate Director
American Youth Policy Forum
1836 Jefferson Place, NW
Washington, D.C. 20036

Developed programming to improve the knowledge of national policymakers on quality, governance and funding issues in out-of-school time/after-school activities; provided general support to projects on secondary-postsecondary education linkages, service-learning and academic achievement, and alternative pathways for out-of-school youth; supported organization's ongoing development efforts; provided general management support to director. Duties included: networking with and convening representatives of national organizations, national policy aides, youth advocates and funders to identify critical education and youth development issues for study, discussion and explication (e.g. through forums on Capitol Hill,

focus group sessions, field trips, case studies and policy reports); writing, editing, packaging and disseminating useful, timely information to policymakers.

February 1995 – June 2004, President and Co-Director
American Youth Policy Forum

Provided general oversight and direction for the organization, including responsibility for day-to-day activities and fund raising. Researched, identified and developed learning events and policy reports to enhance the professional effectiveness of senior Congressional and Executive Branch policy aides in areas affecting positive interventions for young people.

1984 – 1995 – Assistant Director
Resource Center on Educational Equity
Council of Chief State School Officers
1 Massachusetts Ave., NW, Suite 700
Washington, DC 20001

Assisted director in management, program and policy decisions and activities including hiring and supervising staff, developing and writing proposals and program initiatives, and supporting Resource Center staff as needed. Had major responsibility for staffing all related activities related to the Council's connecting school and employment priority beginning with its inception.

1981- 1984 – Director, Special Projects
National Association for Equal Opportunity in Higher Education (NAFEO)
Washington, DC

Directed special projects and functioned as staff liaison to membership task forces related to curriculum improvement, diversification of institutional grants and contracts, marketing of institutional capabilities and federal relations on behalf of the historically black colleges and universities. Developed proposals supportive of the association's mission and packaged institutional consortium proposal to federal departments and agencies. Wrote position papers and testimony on federal initiatives impacting black colleges and universities

1979 – 1981, Graduate Assistant
Pennsylvania State University
University Park, PA

1978 – 1979 – Senior Researcher/Writer
National Advisory Committee on Black Higher Education
U.S. Department of Health, Education, and Welfare
Washington, DC

1972 – 1978 Research Associate
Institute for Services to Education, Inc.
Washington, DC

1970-1973, Public school teacher
New York City and St. Croix, USVI

Education Experience

Mt. Holyoke College, Massachusetts, B.A.
City University of New York, M.S. (Elementary Education)
Pennsylvania State University, Ph.D. (Instructional Systems)

GOVERNMENT OF THE DISTRICT OF COLUMBIA



Laura Ellen Brown

Office of the Chief Technology Officer
441 4th St. NW Ste. 930 South
Washington, DC 20010

PROFESSIONAL CERTIFICATION

PMP (Project Management Professional) Certified by the Project Management Institute

EXPERIENCE

Director, Government of the District of Columbia

Nov. 2002-present

Manage \$5 million budget, direct and oversee procurement, manage technology projects, oversee information architecture, supervise employees and contractors, create web content, oversee website interface and design.

Freelance Writer/Editor

Jan. 1995-present

Write and edit books, websites, consumer education brochures, marketing materials, feature articles, press releases, grant proposals, project proposals and reports. Clients have included the League of Women Voters, Virtue Ventures and the National Park Service. Approved by Editorial Experts, Inc., as a substantive editor and copy editor.

Copy Editor, The Washington Post (part-time)

May 1998–Oct. 2002

Copy-edit, write headlines and picture captions.

Director, Public Education, Co-op America

May 1995-Aug. 1996

Managing Director

May 1992-Apr. 1995

Member Service Advocate

Feb. 1992-Apr. 1992

Write grant proposals and reports, manage public education and PR, create PR materials, answer correspondence, manage employees and raise funds.

Instructor of Composition and Literature, University of Louisiana

Sept. 1988-May 1991

EDUCATION

Ph.D. in English and American Literature, University of Louisiana, Dec. 1990. G.P.A. 4.0.

M.A. in English and Creative Writing, Hollins College, 1986.

B.A. in Literature and Education, Eckerd College, 1985.

441 4th Street, N.W., Washington, D.C. 20001

Bryan J. Kirk

| | |
|--------|-------------------|
| (b)(6) | (b)(4) |
| | bryan.kirk@dc.gov |

Experience

District of Columbia Office of the Chief Technology Officer July 2006 – Present **Program Manager** – Administrative Services Modernization Program (ASMP)

Led data cleansing and change control management efforts for the District of Columbia Government's PeopleSoft 8.8 HRMS implementation. Worked with development teams across three functional areas (Benefits Administration, Time and Labor, and North American Payroll) to ensure that existing data errors were resolved either programmatically or manually, helped to analyze and identify existing errors that impacted each implementation, and managed change control processes using Merant PVCS Tracker. Worked with Organization Change Management team to prepare various District agencies for the transition to the PeopleSoft Time and Labor (Manager Self Service) system from a manual Time and Labor system.

- Led change control management and bug defect tracking.
- Reorganized and refocused the online tracking of changes and defects to ensure a successful launch.
- Attended Oracle University for PeopleSoft Time and Labor and Payroll 8.8.

DBTS Inc. August 2004 – July 2006

Program Analyst – Business and Technology Consultants

Served as primary analyst for the Department of Housing and Urban Development (HUD) Office of Healthy Homes and Lead Hazard Control (OHHLHC) Big Buy Program, a nationwide Lead-Based Paint (LBP) Evaluation program for Section 8 Housing.

- Developed DBTS's processes and tracking matrices for scheduling, data management, report creation, and project tracking.
- Oversaw scheduling and pre-evaluation data collection for multifamily housing complexes prior to evaluations.
- Managed field quality assurance visits of LBP Risk Assessors and Inspectors.
- Performed quality assurance of all out-going documents, incoming data, and final-product reports.
- Worked with subcontractors to successfully resolve deviations from standard testing protocol.
- Authored final-product reports and worked with the HUD quality assurance personnel to resolve outstanding issues within submitted reports.

InterImage October 2000 – August 2004

Analyst/Web Team Lead - Information Technology Consultants and Application Development
Served as Analyst for Web-enabled application development projects for a CMM-SEI Certified Solutions company.

- Captured and documented the business, technical, and functional requirements for Web-enabled applications.

- Designed GUI application interfaces to accompany project requirements.
- Served as team leader in the development and testing of applications.
- Documented and maintained Problem Report logs throughout projects' life cycles.
- Performed quality assurance reviews of application functionality, ensured that the site maintained a consistent "look-and-feel", copy edited site text for style and grammar.
- Coordinated launches of Web applications and portal-wide updates.
- Provided clients with public relations, marketing, and branding expertise to ensure clients' image and message were expressed through their Web sites.
- Projects:
 - Served as project analyst for District of Columbia Office of the Chief Technology Officer (OCTO) E-government Strategy portal redesign, which was named the 2003 Best of the Web – City Portal by the Center for Digital Government.
 - Worked on additional E-Government Strategy projects, including the DC Guide, Citizen Service Request Center, and Business Resource Center, to ensure each applications' successful launch.
 - Managed application development and Web site maintenance contracts for DC Office of Zoning and Public Employee Relations Board
 - Led multiple Web site conversion efforts for the District of Columbia under the OCTO "Move to Blue" effort, including the Metropolitan Police Department, Office of the Secretary, and the Department of Motor Vehicles.

The Creative Group

August 2000 – October 2000

Consultant – Information Technology Consultants

Served as designer and HTML developer for corporate client.

- Produced demonstrations for the client's marketing department to test product designs using Adobe GoLive and PhotoShop.
- Assisted in updating and creating new Web pages for the client's corporate Web site.

The InfoWEST Group

Nov. 1999 – July 2000

Communications Manager - International Public and Media Relations

Served as webmaster of nine Web sites for aerospace and aviation companies.

- Duties included:
 - Web content development, site design and layout, page design and layout, graphic imaging, copy writing and editing, and assisting in public relations events such as news conferences and real-time media coverage.
 - Improving monthly Web site usage reports to clients, which consistently demonstrated increased traffic. Clients included Arianespace, Airbus Industries, BAE Systems Regional Aircraft, and Mir Corp.

Education

Carnegie Mellon University, Pittsburgh, PA

Aug 1995 – May 1999

B.A. in Creative Writing

B.A. in Professional Writing

Knowledge Sets

- State of Maryland, Certified Lead-Based Paint Inspector
- Federal Section 508 Compliance Guidelines
- Search engine results improvement and tracking
- Business process analysis
- Scanning and digital imaging
- AP Style
- DC Government Web Style Guide

Computer Skills

Languages and Scripting Tools

ASP, DHTML, HTML, CSS, JavaScript, and SQL.

Software and Development Tools

MS Access, SQL Server 7.0/2000, Allaire Homesite, Bobby 508 Compliance, PeopleSoft Time and Labor and Payroll 8.8, Adobe Acrobat 7.0, Adobe Photoshop 7.0, Microsoft Office tools such as Project, Visio, Excel, Front Page, Power Point, Visual SourceSafe, Outlook, and Word.

DILEEP S. RAJAN

(b)(6)

Dileep.Rajan@dc.gov

(b)(6)

EDUCATION

The George Washington University, Washington, DC

Doctor of Education, Curriculum and Instruction, expected 2008

Masters of Education, Secondary Mathematics Education, awarded August 2004

Iowa State University, Ames, Iowa

Masters of Science, Mathematics, with Mathematical Logic focus, awarded August 2001

The George Washington University, Washington, DC

Bachelor of Science, major in Applied Mathematics, Philosophy minor, awarded May 1999

EXPERIENCE

State Education Office, Executive Office of the Mayor, Washington, DC

Policy Analyst, Policy Research & Analysis, August 2005-Present

Agency Liaison to the District Government Office of the Chief Technology Officer on data management and Manager, Multi year Enrollment Audit Database

Chair, Data Super Team

Program Manager, Public School Enrollment and Residency Verification Audit;

COTR, Nonpublic Special Education Cost Analysis

Training: Contracting Officer's Technical Representative Program, Office of Contracting and Procurement, DC Government, December 2005;

Introduction to Supervision, Center for Workforce Development, DC Government, January 2007.

Theodore Roosevelt Senior High School, DC Public Schools, Washington, DC

Teacher, Mathematics Department, September 2002-August 2005

SY 2004-2005 AP Calculus AB, Algebra II, Algebra I

SY 2003-2004 AP Calculus AB, Algebra II, Algebra I

SY 2002-2003 Algebra II, Geometry, Algebra I

American Institutes for Research, Washington, DC

Mathematics Assessment Consultant, January 2005-May 2005

National Security Agency, Fort Meade, MD
Curriculum Writer, Mathematics Education Program, July 2004-August 2004

American Association for the Advancement of Science, Washington, DC
Curriculum Developer, Mathematics Institute, June 2003-August 2003

The National Academies, Washington, DC
Researcher, Mathematical Sciences Education Board, June 2003-August 2003

Iowa State University, Ames, IA
Research Assistant, Mathematics Department, August 1999 – August 2001

FELLOWSHIPS

Education Policy Fellowship Program, Institute for Educational Leadership, September 2006-June 2007

Selected and sponsored by State Education Office to attend this year long fellowship which includes bi-weekly seminars and presentations on key education policy issues

Dean's Scholar Award, August 2005-May 2006

Awarded full scholarship to cover first year doctoral student tuition expenses together with a textbook stipend

District of Columbia Teaching Certificate, August 2004-August 2009

Awarded Teaching Certificate in Secondary Level Mathematics upon completing 24 credits of licensure coursework leading towards the M.Ed.

Teaching Fellowship, June 2002-June 2004

Awarded half tuition scholarship by DC Teaching Fellows, in partnership with the District of Columbia Government, to complete teaching certification and M.Ed.

Research Fellowship, August 1999-August 2001

Awarded a research fellowship by the Iowa State University College of Arts and Sciences to research applications of Abstract Algebraic Logic to error correcting software programs.

Graduate Research Publication, August 2001

On K-Data Structures and Behavioral Equivalence Relations, Masters Thesis, Iowa State University, Ames, IA.

Undergraduate Research Publication, May 1999

Research Paper, *A Model of Zermelo-Frankel Set Theory*, selected for publication in Ex Nihilo, The George Washington University undergraduate research journal.

TECHNICAL SKILLS

Microsoft Access, Excel, Word, SPSS, Web Programming
Operating Systems: Windows

DEBORAH A. GIST

(b)(6)

DeborahGist@post.harvard.edu

EXECUTIVE SUMMARY

Educator, public sector manager, and public policy analyst with 18 years of professional experience. Visionary leader with proven management, strategic planning, training and development skills. An innovative problem solver, effective motivator and well-organized professional with excellent communication skills and successful experience supervising and working with diverse groups.

EXPERIENCE

July 2004-present

State Education Office
State Education Officer

Washington, DC

Appointed as the State Education Officer responsible for enhancing state-level educational services and opportunities for all District residents through research, effective policy, and programs that ensure the equitable distribution and availability of administrative, financial and nutrition resources. Led agency staff of 80 and formulated and managed budget of \$100 million of locally approved funds plus additional federal grants and appropriations.

- Led the reorganization of the State Education Office resulting in increased efficiencies and higher productivity.
- Oversaw dramatic improvements in the child nutrition programs resulting in program increases including the Summer Food Service program, which was subsequently named the top summer food program in the country.
- Managed transition of the Public Charter School Financing and Support program to the State Education Office and led the review and correction of significant management challenges affecting \$35 million in funds for school facilities.
- Launched the DC OneApp, a comprehensive online application and management information system for the three tuition assistance programs offered through the State Education Office.
- Lobbied successfully for an increase in federal funding for the District's Tuition Assistance Grant program resulting in an increase in federal appropriations from \$17 million to \$33 million.

2001-2004

Serve DC, Executive Office of the Mayor
Executive Director

Washington, DC

Served as inaugural Executive Director for Serve DC, formerly known as the DC Commission on National and Community Service. Designed and implemented plans to create the Mayor's office on volunteerism and "state" office for national service programs in the District of Columbia; formulated budgets totaling over \$4 million in local, federal and private funds; and selected, trained and supervised staff of 14. Worked with Commission board members, staff members, city officials and community leaders to develop city-wide strategic plan for service and volunteerism.

- Increased funding for programs granted to the community including AmeriCorps, Citizen Corps and Learn and Serve by 500%.
- Led Serve DC to create and implement the DC Citizen Corps to train over 1,600 volunteers in emergency preparedness and served as the lead for Emergency Support Function 15 for the city participating in several disasters and disaster exercises.
- Passed rigorous audit tests by managing the Commission staff to design operational systems, policies and procedures for budget and program management, grant making and program monitoring. Met 125 of 126 performance indicators in the Corporation for National and Community Service's Standards Review, and passed multiple site visit reviews from funding sources, including a pre-audit survey by the Inspector General that concluded with no findings or recommendations, an accomplishment achieved by no other state.
- Hosted National Youth Service Day in the District of Columbia with over 8,100 volunteers serving with over 100 partner community organizations making it the largest single volunteer service day in the history of the city.

January 2001-June 2001 Discovery Creek Children's Museum Washington, DC
Director of Marketing and Development

Conceptualized and directed the museum's comprehensive fundraising programs and led new fundraising initiatives for contributed revenue, major gifts and program-specific support. Managed development team including 3 staff members, interns, board members and development committee members to conduct fundraising activities, including grant writing, annual giving, donor cultivation, special events and corporate sponsorship development.

- Created the Circle of Friends, the museum's first formal group for volunteer support with fundraising and assistance with special events. Facilitated development staff and co-chairs of the Circle of Friends to conceptualize the group, host a kick-off luncheon and organize volunteers.
- Supervised special events coordinator in all aspects of preparation for the museum's first annual black-tie event, the Birds and Bees Ball. Managed sponsorship effort and table sales resulting in significant financial gain.

July 2000-January 2001 U.S. Department of Education Washington, DC
Senior Policy Analyst

Served as political appointee and advised the Secretary and Deputy Secretary on selected initiatives and priority issues. Analyzed proposed policy initiatives and conducted background research and short-term feasibility studies. Defined and described feasible policy options, including the consequences of their adoption. Informed members of Congress, White House Staff, key Departmental officials and managers of other agencies. Evaluated and developed responses to managers to implement findings and recommendations on policy issues. Reviewed correspondence, policy memoranda, legislation and reports for accuracy, clarity and policy coordination.

- Designed, in collaboration with a team of Department staff, a new \$20 million competitive grant program for schools to provide dual language, an innovative bilingual education strategy. Coordinated development of non-regulatory guidance, application packages and media outreach plan. Planned the grant award ceremony featuring remarks by Secretaries Riley, Minetta and Caldera.

- Secured community involvement for three key White House events. Developed a report for the President to use to demonstrate the need for school construction funding at an event in New Jersey.

1996-1999 Hillsborough County School District/Education Foundation Tampa, FL
Director, Hillsborough Reads

Conceived, designed and initiated the award-winning program, Hillsborough Reads, to serve the literacy needs of students and families in the 11th largest school district in the United States. Supervised staff members in coordination of a tutoring program, a parent-involvement component and a service-learning strand with services available to the children, families and teachers in 108 elementary schools. Managed the recruitment, training and supervision of literacy tutors including 300 community volunteers, 70 AmeriCorps members, federal work-study students from 5 colleges and universities and 15 Foster Grandparents. Created and implemented public relations/marketing campaign, engineered business and community partnerships, produced reporting requirements, coordinated programming and managed budget.

- Raised \$2 million from federal and private foundation grants, individuals and corporate giving.
- Secured and administered a U.S. Department of Education subcontract for America Reads training of over 1,000 tutors throughout the United States. Wrote curriculum for the tutor training resulting in the publication of a nationally utilized literacy tutor training video and training manual.

1994-1996 Hillsborough County School District Tampa, FL
Teacher, Northwest Elementary

Taught second grade students and was awarded “Teacher of the Year.” Served on school-wide committees including the School Advisory Team. Presented at local, state and national conferences on curriculum and classroom management topics.

- Founded and directed a center on the school’s campus to provide environmental education and service-learning opportunities for students throughout the school district. Wrote grants, developed community and business partnerships and secured private donations to raise over \$40,000 for school programs.

1988-1994 Ft. Worth Independent School District Ft. Worth, TX
Teacher, Kirkpatrick Elementary
Teacher, Alice Carlson Applied Learning Center

Taught first, second and third grade and was awarded “Teacher of the Year.” Designed and developed, in collaboration with a team of teachers, a professional development school dedicated to progressive educational techniques. Wrote and received multiple grants to implement innovative projects and school reform initiatives.

- Served as a demonstration teacher by maintaining a model language arts program and mentoring and training teachers in Texas and surrounding states on literacy education curriculum, authentic assessment procedures and applied-learning.

EDUCATION

Harvard University, John F. Kennedy School of Government

Master in Public Administration, June 2000

- Selected as a Kennedy Fellow and received the Littaur Fellow award for academic excellence and community service.
- Elected Harvard Graduate Council Representative and was chosen Council Vice President of Professional Affairs.

University of South Florida

Master of Arts in Elementary Education/Curriculum, December 1997

University of Oklahoma

Bachelor of Science in Early Childhood Education May 1988

COMMUNITY SERVICE

- Active in the District of Columbia as a volunteer mentor and member of the board for Mentors, Inc. Serve on the board for the DC College Access Program, the Mayor's Food and Nutrition Commission, and the State Advisory Panel on Special Education. Serve on advisory committees for the DC Education Compact Public Officials, the DC College Savings Plan, the DC VOICE Policy Advisory Group, and Do the Write Thing. Previously served as a volunteer for the DC animal shelter; as Vice President of Membership of the bipartisan National Women's Political Caucus; literacy tutor for START DC; and as a Sunday School teacher and Deaconess Board Member at National City Christian Church.

PROFESSIONAL DEVELOPMENT

- Certified Public Manager, 2005

Robert A. LeGrande, II

(b)(6)

Experience Summary

Robert LeGrande, II is a resourceful IT professional with over 20 years of diverse experience in the managing people projects and systems for optimum results. He possesses hands on leadership capabilities in operations and financial management, customer negotiations, program management, program design and implementation, as well as marketing and sales. Having worked as a civil servant and corporate professional, Robert LeGrande, II. has a unique understanding for what is required to inspire successes in challenging programs, achieve milestones with diverse teams and evolve appropriate solutions to issues that might otherwise stand in the way of progress.

Career Highlights

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

January 2007-Present

Interim Chief Technology Officer

Serve the citizens of the District of Columbia as a cabinet-level appointee of Mayor Adrian Fenty. Develop a dynamic strategic plan to effectively execute the Mayor's technology priorities for the city. Provide executive leadership to refine OCTO's role in supporting the District's agencies and maintaining world class standards, infrastructure, systems, architecture, applications and programs. Maintain relationships with Regional, National and International partners in technology to support and extend the District's agenda of leveraging its position as technology leader for the ultimate benefit of its citizenry.

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

October 2002-January 2007

Deputy Chief Technology Officer

Provided executive leadership and across challenging multiple agency programs and on behalf of the District of Columbia and the National Capital Region. Responsibilities ranged from leading the effort to provide critical communication mechanisms for police, fire and medical personnel for use in the event of a national disaster or terrorist activity to directing the improvement and development of critical technical infrastructure and applications for human services programs to provide holistic, lifelong support to District residents. Highlights/accomplishments include:

National Capitol Region (NCR) Interoperability Program: Executive leader of the most comprehensive and advanced interoperability program in the Nation. The estimated \$100M program will integrate 17 fiber-optic networks and emergency operation centers, deploy an interoperable broadband network of networks, and establish a neutral host data exchange hub that manages the sharing of data between regional, state, local and federal first responders.

Wireless Networks Program: Leader with direct responsibility for the \$55M Voice and Data Wireless Program in support of District of Columbia Fire, Metropolitan Police, and Emergency

Medical Services (EMS). This leading edge emergency preparedness program has enjoyed local (District) and national recognition and support.

- \$50M Emergency Personnel Radio Network Program:
 - Successfully managed the upgrade of the Fire, Metropolitan Police, and EMS Radio Network on budget and on schedule, resulting in the premier push to talk radio network in the United States.
 - Provide senior level program guidance and direction for the \$4M WMATA Tunnel System Fire, Metropolitan Police, and EMS push to talk radio network upgrade.
- Spectrum Coalition for Public Safety (www.spectrumcoalition.org), Chair
 - Lead national organization of 25 Cities, States, counties and public safety organizations working to pursue legislation to provide additional radio frequency spectrum for public safety broadband networks. Live demonstrations, testimony to both the House and Senate Commerce committees and other outreach efforts resulted in an amendment in the 2004 Intelligence reform legislation which addresses this critical public safety communications need.
- \$5M Public Safety High Speed Broadband Wireless Data Network Program:
 - Pioneer responsible for leading the program, which is the first of its kind in the United States. The network provides District emergency personnel with remote access to high bandwidth data such as video, high resolution images and back-end applications.

Human Services Modernization Program: Executive overseer and strategic leader of the \$65M program to integrate, upgrade, and replace District of Columbia Human Services information technology (IT) systems. The successful implementation of this program has allowed the District to better serve its residents through the optimization of cross-agency business processes.

Agency Liaison Group: Provide IT program direction and support to 35 District agencies. Review and approve all District IT project purchases greater than \$25K to ensure compliance with OCTO standards and consistency across District agencies.

- Recognized \$2M in cost savings to the District by preventing duplicate program purchases.

OCTO Chief Information Officer (CIO) Staff: Piloting a premier program to standardize requirements and qualifications for CIOs across the District, as well as provide a consistent approach to the acquisition, development, and deployment of technology based on CTO standards across the District.

Program Management Office: Responsible for setting, implementing, monitoring, and reporting Program Management Standards and Procedures for all IT programs within the agency.

NuVizion, LLC Chantilly, VA**February 2001-August 2002****Chief Information Officer / Partner**

CIO and Partner responsible for 95% of sales for small start up business that earned \$1.5M in its first year. Planned and built small business that provided products and services in the non-profit and faith-based eBusiness marketplace. Customers included American Red Cross, American Bible Society, United Bible Society, Spanish Bible Society, True North and Tracen, Inc.

- Leader of business operations, including financial and program management, and facilities management.
- Delivered all 15 project and program engagements within contractually required timeframes and budget limitations.
- Planned and implemented engineering processes and best practices to ensure repeatable and successful development efforts.

Proxicom, Inc. Reston, VA**September 1998 - February 2001****Director Exxon Mobil Account****October 2000-February 2001**

- Co-led the ExxonMobil Account pursuit phase that resulted in \$25M Global eCommerce Portal and eOrder to Cash project wins.
- Led staff of four Directors, three Project Managers, and 40 team members in the development phase of the projects.
- Maintained all project deliverable dates and planned budgets while balancing scope and client satisfaction.

National Director, Microsoft (MS) Practice**October 1999-February 2001**

- Efforts resulted in \$30M in sales from the ExxonMobil Portal and eOrder to Cash projects, Black and Decker eCommerce project, Dominion eCommerce project, Digex project, and NEC project.
- Managed staff of 5 Microsoft (MS) Practice Directors and 120 staff members in offices throughout the United States.
- Negotiated all Practice Alliance agreements with MS, Onesoft, Webridge, and Interwoven.
- Efforts resulted in Proxicom being recognized as one of only 12 MS Global Partners.

Senior Manager**September 1998-October 1999**

- Provided project and delivery oversight of multiple eBusiness project development lifecycles.
- Approved project schedules, budget estimates, proposals, staff plans and appraisals, and Statements of Work.
- Maintained Executive customer interface on all projects.
- Proposed and implemented organizational process improvements that focused on staffing, team building, and proposal development.

MCI Telecommunications**July 1996-September 1998****MCI Internet Services Program Manager, Contract Position**

- Projects managed yielded a yearly departmental income of over \$1.2M.
- Responsible for customer relationship management while managing teams of Software Engineers and Subcontract organizations through 18 Internet and Intranet website

development lifecycles. Notable Internet websites managed include: MCI Investor Relations (**Best Telecommunications Website 1997**) and MCIcenter.com.

- Developed and implemented software engineering process improvements with significant accomplishments in defining customer requirements, team building, and project closure.

Education

Bachelor of Science in Physics, Clark College, Atlanta, GA 1986

Specialized Training

- ESI Project Management Cost and Scheduling
- Stress Management
- GE Project Leadership Course
- Effective Presentation skills
- ESI Project Management: Risk Management
- Program Management for Engineers
- Negotiation Skills
- Interpersonal Communications
- 7 Habits of Highly Effective People
- Scope Management
- Proxicom Management Bootcamp

Awards / Affiliations

- National Association of State CIOs Recognition Award for Safe Passages Information System (SPIS) 2006
- International Chief's of Police Technology Award for Nation's First Public Safety City Broadband network 2006
- Proxicom Team Leadership Award 2000
- Proxicom People's Choice award 1999
- Best Telecommunications Website, MCI Investor Relations 1997
- Upstate New York INROADS Business Advisor of the Year 1996
- Syracuse Chamber of Commerce, Co-Chair of PABA 1994-1995
- Le'OAK Entertainment, Inc., Vice-President/ Treasurer 1994-1996
- Tim Kilpatrick for US Congress Committee, Campaign Manager 1993-1994
- Big Brothers & Sisters Advisory Board, Committee Chairperson 1990-1993
- Lockheed Martin Workforce Diversity Council, Member 1992-1996
- Lockheed Martin Communications Council, Member 1992-1994
- Lockheed Martin General Managers Award 1991

Congressional Testimonies/Briefings

- Before the Democratic Retreat, US House of Representatives Homeland Security Committee November, 2006
- Before the Committee on Commerce, Science, and Transportation United States Senate on the Communications, Consumers' Choice, and Broadband Act of 2006 June, 2006
- Before the Committee on Commerce, Science, and Transportation United States Senate on Spectrum for Public Safety and the 9/11 Commission September, 2004

GREGORY R. BARLOW

(b)(6)

SUMMARY

Substantial responsibilities and achievements in public sector (K-12 education) and in both international and domestic business in the following areas of expertise; computer information systems, business management, project management, consulting, and accounting. Demonstrated skills in corporate and team management, strategic planning, infrastructure and computer systems design, network operating systems, WAN connectivity, system security, client/server and web applications, finance, accounting, budgeting, and employee relations to increase results, profits, and productivity. In-depth knowledge of the following:

Hardware

IBM compatible PC
IBM RS/6000

IBM AS/400 / IBM S/36
Connectivity

SAN, Clustered Servers, Fast
Ethernet, Ethernet, Token-
Ring, Arcnet

Routers, Switches,
Multiplexers, PBX
SONET, ISDN, DSL, fiber
optic, cable modem

Operating Systems

Novell NetWare 2.X, 3.X, 4.X, 5.X,
BorderManager

Windows NT Server 4.0, MS
Terminal Server
MS-DOS 3.1-6.22
Windows 3.X/95/98/NT/2000/XP

AIX, UNIX, Linux

LanTastic, OS/2

Applications / Other

Strategic Planning
Network / Infrastructure
Design
WAN / LAN, Internet /
Intranet, Web
Oracle, SQL, Access,
dBase, Clipper
Excel, Lotus, Word,
MS Project
TCP/IP, IPX/SPX, FTP,
PPP
Frame Relay, TLS,
ATM, T1, T3, DS3,
OC3-196,

EDUCATION / TRAINING

Cornell University, Statler School of Management, Bachelor of Science, May 1982. Curriculum emphasis on Business Management, Accounting (24 credits), Finance, Food Facilities Design, and Food and Beverage Operations.

Certified CIO – District of Columbia Government 2005-2010
Novell Certified NetWare Engineer (CNE), 1991
IBM AIX/6000 Advanced System Administration, 1995
Oracle Database Administrator, 1994

WORK EXPERIENCE

District of Columbia Public Schools, Washington, D.C.

Chief Information Officer August 2005 – present

- Responsible for all aspects of the Office of Information Technology for DCPS. This Office has an operating budget averaging over \$13 million annually, 55 employees not including 35 vacancies, over 15,000 computers, 165 sites, and 70,000 internal users.
- Enhancing and expanding network and Internet capabilities by increasing the speed and capacity between schools and administrative sites. This will result in faster, more reliable, and more secure access to Enterprise host systems and to the Internet. Completely wired and cabled 43 schools, and replaced all routers and switches in all schools utilizing E-Rate funds. Migrating to fiber optic network from Asynchronous Transfer Mode (ATM) and Frame Relay network. Fiber optic network features a minimum of 25mbps to each school. Increasing Internet connection to 100mbps from 25mbps.
- Implemented email for all teachers after upgrading to new Microsoft Exchange system with enhanced features and increased storage capacity for user mail and files.
- Implemented and integrated several enterprise host systems such as SchoolNet Learning Management System, Follett Destiny textbook and library book automation system, and the Ariba Buyers procurement automation system. Implemented modules in the eSIS Student Information System. In final testing stages for roll out of web-based elementary report card.
- Lead re-design of DCPS web site. Launching in April 2007, the new site is better organized, has more information, and more appeal than the current design.

Baltimore County Public Schools, Baltimore, Maryland

Chief Information Officer September 2000 – August 2005

- Responsible for all aspects of the Department of Technology for the United States' 24th largest public school system. Department has operating budget averaging over \$18 million annually, 125 employees, over 40,000 computers, 180 sites, and 125,000 internal users.
- Designed, developed, and implemented data warehouse for Executive Information System (Data Warehouse). System resides on a Windows 2000 active/active cluster on a fiber channel switch attached to a Dell/EMC Storage Area Network and stores and reports information from the Student Information System, Financial, and Human Resource and payroll transactional systems.
- Instituted comprehensive Customer Support Center to replace help desk to put technology focus on customer support. Greatly enhanced web presence through the formation of a web application development team and migrated all development to web-based applications. Instituted Intranet to facilitate ease of access to all technology services.
- Designed and implemented end to end infrastructure upgrades increasing network throughput 100 times. Highlights include redundant, load-balanced Extreme Networks Black Diamond gigabit switches at the network core, Alcatel Omni-core gigabit switches in each school, dual load-balanced DS3 circuits to Cisco 7513 routers and to the frame relay cloud, full T1

circuits to each school and office, redundant Cisco PIX firewalls, and WebSense Internet content filtering on a 45Mb ATM circuit to the Internet. Pilot testing 60Mb/s Proxim microwave wireless connection to replace T1 frame cloud.

- Migrated from Macintosh operating system to Windows 2000 desktop environment. Planned from inception, procured, deployed and installed over 6,000 Dell PCs including installing operating system and application images in less than 7 weeks. During same time period, migrated payroll system of 17,000 employees from IBM S/390 mainframe based Westi system to IBM RS/6000 AIX based American Management Systems ERP system.
- Planned, designed, and installed a Microsoft Exchange system serving 17,000 users replacing a First Class email system of 1,600 users. Total project time was 3 ½ months including training.
- ***Conceptualized, designed and planed the development and implementation of a custom written Student Information System. Architecture is .net on a Windows 2003 active/active cluster on a fiber channel switch attached to a Dell/EMC Storage Area Network. System will enable comprehensive collection, storage and reporting on all transactions and activities for 109,000 students meeting requirements of NCLB legislation.***

Network Integration Solutions, Inc., Houston, Texas

Executive Vice President 1997- 2000, Director-Information Services 1996 - 2000

- Developed and instituted strategies to financially turn around this company from a 5.1% operating loss in 1997 to consecutive years of profitability of 8.2% in 1998, 14.7% in 1999, and 17.3% in 2000. Decreased costs by eliminating unprofitable operations, renegotiating contracts, and reducing business inefficiencies. Re-focused company on core business strategies and created business alliances and partnerships to increase market expansion and increase customer satisfaction. Eliminated debt of \$200,000 to make company debt-free for the first time.
- Manage and direct all operational aspects of this computer systems integrator and cabling company. Instituted new computer based accounting and job tracking/costing system to streamline administrative procedures and better track profitability and customer satisfaction. Implemented remote management capabilities in many major client sites with support contracts to manage systems more efficiently, increase customer satisfaction, and reduce operating costs.
- Project manager for various projects including IT system design, ERP package implementation, and Year 2000 compliance projects. International experience in the world's largest commercial bank branches in London, Houston, Los Angeles and New York; a Tokyo-based company. Helped research, compile information for, write and publish the Y2K Readiness Assessment CD.
- Designed and implemented numerous LAN and WANs featuring T1, Frame-Relay, and Internet connections, host and mini computer connectivity, Client/Server applications, server consolidation and migration, strategic planning, and remote management. Projects include United Space Alliance - Space Flight Operations Contract, Japanese American Manned Space Station, The Fuji Bank Ltd. (London (15 weeks), Los Angeles, Houston, New York), Houston Distributing Company, Harris County Flood Control District, Shintech, The Cenikor Foundation., and Wesley West Interests.

Houston Distributing Company, Inc., Houston, Texas.

Director-Management Information Systems (Executive Staff position) 1988 - 1996

- Installed and developed applications for an OracleWare RDBMS client/server using Access as a front-end to better manage growing company data files. Migrated all company data from various platforms to this system. This resulted in a reduction in employee input time of 41%, and accurate data retrieval 20 times previous speeds.
- Planned, designed, installed, and maintained a fully integrated Wide Area Network consisting of two Novell Local Area Networks, a document imaging network, an OracleWare server, two IBM RS/6000 minicomputers, an IBM AS/400, and an IBM S/36. The two plant locations were connected using Cisco Routers over an ISDN connection replacing lease lines more than doubling transmission speeds at cost savings of over \$27,000 annually. Protocols supported include IPX/SPX, TCP/IP, SNMP, SNA, X.25, FTP, and PPP.
- Total responsibility for company budget to include development of a fully linked budgeting system using Oracle, Excel, Access, Word, and PowerPoint. The budget covers forecasting of sales, revenues, discounts, and gross profit margin analysis on each product item, and a comprehensive anticipation of departmental expenses. The detailed pro-forma income statement includes monthly statistical ratio and full color chart analysis. Generate and adhere to budgetary figures for the MIS department, which is in excess of \$580,000.
- Developed and instituted a help-desk and in-house program to train and support 115 users in a wide range of software programs and applications. Taught applications classes to large groups and individuals. Arranged off-site training and seminars for employees.
- Developed and wrote numerous applications resulting in substantial savings and decreased dependency on contract programming. As project leader on several major application developments, supervised contract programmers on the development of custom applications from system modeling to code maintenance and entire system development life cycle.

Hospitality Financial Consulting, Houston, Texas.

Owner, Founder 1985 - 1995

Performed network installations, systems integration, application development, consulting, systems administration, training, full-service bookkeeping, accounting, and payroll for business clients.

- Designed and implemented over 25 Novell Networks from version 2.15 to 5.1. Most installations included connectivity to AIX, UNIX and IBM mid-range systems, applications installation, and end-user application training.
- Consulted with upper management, developed strategies and methodologies, and instituted programs to control costs and increase client profitability an average of over 12.7% annually as a result of those initiatives.
- Wrote a program for a major international bank that calculates and numerically and graphically displays the company's monthly profitability and forecasted loan earnings for each Business Profit Group.

Jamey Harvey

(b)(6)

Highlights of experience:

- Executive management of over \$40 million in programs annually with 120 full time equivalents
- Accountable for delivery and oversight of all new application projects for the District government
- Managed full range of IT in the District including operations, security, helpdesk and MPD CIO
- Rescued Peoplesoft payroll project preserving \$29 million District IT investment
- Reorganized \$120 million agency with more than 500 full time equivalents saving \$14M annually
- Established and implemented NACIO award winning agile development architecture for the city
- Initiated and deployed DC's first multi agency CRM program integrated to Hansen
- Oversaw dozens of successful projects including DC.gov, Snow AVL, CAPstat and WEPS
- Negotiated \$34 million in GSA savings from licenses of SeeBeyond, Plumtree, Business Objects
- Developed and launched multi-award winning DC.gov E-government program
- Twice grown multi-million dollar start-ups to profitability within 18 months of launch
- Raised approximately \$20 million in growth capital from VCs, angels and strategic investors
- Represented Mayor Williams on Chesapeake Nanotechnology Initiative
- Mature, authentic, executive with extraordinary communication, integrity and leadership skills

Office of the Chief Technology Officer, District of Columbia (2002- Present)

Deputy CTO, Citywide Integration and Development

Managed application development in nation's capital including \$40 million application budget and 120 contractors and full time employees. Created and implemented DC's award winning Service Oriented Architecture (SOA) infrastructure for citywide software applications and web-services. Rescued troubled Peoplesoft 8.1 payroll implementation, successfully delivering benefits administration and time and labor modules. Managed reorganization and consolidation of technology agency overseeing over \$150 million with 500 full time equivalents. Saved district \$30M+ by negotiating and deploying District-wide licenses for EAI, Portal and Business Intelligence platforms. Created, and implemented program to initiate and oversee development, integration, and deployment for applications such as public safety, education, and property services. Deployed reusable cross-agency common services such as enterprise portal frameworks, citywide data warehousing, GIS location services, business intelligence platforms, wireless field reporting, and LDAP single sign-on. Implemented District's first integrated CRM program using EAI (SeeBeyond) to tie

together DC.gov, the Mayor's call center and DPW fulfillment system. Deployed nation's largest snowplow AVL (automatic vehicle location) system for Department of Transportation. Deployed the world's first .NET GIS municipal web-service portal. Oversaw turnaround of Metropolitan Police Department IT department as interim CIO. Executed a customized e-government portal framework causing dc.gov to win: the national Best of the Web award for municipal web portals from the Center for Digital Government; the national "Customer Service – Best Technical Solution award" from DCI; the national "Gracie" award for E-government excellence.

Ikimbo/Digital Addiction, Herndon VA (1996- 2001)

President/CEO

At Ikimbo, invented, envisioned, designed, implemented, and patented world's first XML platform for integrating instant messaging and presence detection with Enterprise Application Integration (EAI) platforms. Raised three rounds (\$19 million) of institutional venture capital. Implemented and executed software development, marketing, sales, corporate development, PR, analyst relations and operations. Identified and signed up enterprise customers for solution including PWC, Deloitte, and Bear Stearns. Oversaw design of highly interoperable, service oriented architecture in XML. Oversaw staff of 60 full time employees and chaired the international peer-to-peer working group on message bus interoperability. Managed complete software development lifecycle of EAI presence platform through three releases.

At Digital Addiction, managed corporate restructuring to spin out Ikimbo from Digital Addiction. Architected award winning online community service selling digital collectible objects in secure cryptographic envelopes for use in online transactions. Digital collectible object technology was coded in C++ and accessed through PERL based e-commerce and trading engine. Brought company to approximately \$1M in revenue and cash flow break even in first 12 months of sales. Managed product architecture, design, development, marketing, product management, technical operations, billing, support, HR, legal and operations. Raised a total of \$1.6 million from individual and angel funding sources. Completed two preferred rounds and one debt financing round. Shipped three complete commercial software releases.

TAO Research Corporation, Mountain View CA, (1994- 1996)

Executive Producer/VP product management

Started and managed shrink-wrapped software development division. Grew division to \$1M+ revenue in first year of sales. Responsible for all content, product, marketing, sales, business development, testing and retail channel relationships for award-winning, globally distributed retail software product. Started and ran successful software development professional services group. Pitched clients, created prototypes, defined requirements, wrote specifications and worked with technical teams to create and produce dozens of software titles for clients in Silicon Valley.

Borland International, Scotts Valley CA, (1993 –1994)

Associate Product Manager

Product Manager for the Borland Office 2.0 product. Planned launch, wrote collateral, positioned product, performed competitive analysis. Responsible for all marketing materials including packaging, CD design, documentation, sales training, installation messaging, coupons, promotions. Launched product at COMDEX 1993. Coordinated PR for launch of Quattro Pro 5.0.

Recent speaking engagements include:

- Gartner SOA 2006, San Diego, ESB case study
- Gartner SOA 2005, Orlando, “Implementation of regional public safety ESB”
- FOSE 2005, Washington DC, “Creating an Enterprise Strategy”
- FOSE 2004, Washington DC, “Enterprise Architecture and E-government”

Honors:

- Winner Federal Computer Week “Rising Star Award” 2006
- Winner 2006 NASCIO award for enterprise architecture for District Enterprise Integration Stack
- Winner 2006 Federal Computer Week state and local Enterprise Architecture Award
- Two time winner Best of Web, municipal government award for DC.gov (2003, 2005)
- Named top ten CEO “Young Lion to watch”, Tech Capital magazine, 1999
- Named “A top ten under thirty CEO”, Techway Magazine, 1998
- Inventor US Patent # 6,487,58: System and method for information and application distribution

Education and qualifications:

- University of California, Santa Cruz, BA, Political Theory, 1991
- Certified Project Management Professional (PMP), January 2005
- Federal Enterprise Architecture Certification, FEAC institute, fall 2006
- Secret Clearance

Orlando M. Bullock II

(b)(6)

Experience Overview

- Extensive project management experience in full lifecycle software development, project planning, function point analysis, budgeting, project deliverables, and resource utilization
- Facilitated presentations to client and team members on a broad range of topics including business case analysis, proof of concept findings, risk mitigation, status reporting, and recommendations on viable architectures and vendor selection
- Interviewed, mentored, evaluated, and trained technical and non-technical staff
- Experience and technical knowledge in object-oriented software development; enterprise architecture development; data modeling; distributed, embedded, and web services-oriented applications development; systems integration; OLTP and OLAP development; enterprise data warehouse development; enterprise information portals; and enterprise business intelligence / reporting

Career Achievements

- Facilitated a data warehouse steering committee to ensure data definitions, business rules, and subject areas conform to the enterprise's single version of the truth. The steering committee also helped to weigh the costs, benefits, and political significance of each pending project.
- Created and chaired an application development best practices committee, which is made up of lead developers from each development team in the corporate technology department. The committee created and maintains an enterprise application architecture, which is based on design patterns and application blocks. The committee also conducts design reviews for all new projects and provides technical direction to the chief development officer.
- Successfully led an effort to migrate Legg Mason from VB6 / COM+ to C# / .NET within six months.
- Improved intra-team communication and information sharing through the implementation of Sharepoint portals.
- While working as a team lead for a client, helped manage the successful delivery of a web-based solution in the surety-underwriting department. The solution was estimated to save the client \$1.5M annually due to the elimination of losses previously incurred by underwriting errors.

Work Experience

DBTS, Inc. (10/04 – Present)

Contractor

Serving as the Business Intelligence project manager for the HSMP Program, Office of the Chief Technology Officer, DC government. Responsible for the information needs assessment, design, and development of a number of data marts and reporting environments for three agencies and the HSMP program. Provided the SDLC and architectural foundation for the business intelligence initiative. The architecture is based on a federated data warehouse

approach. This approach was chosen in order to facilitate data sharing across multiple agencies based on a common set of business definitions and business model while allowing for the parallel development of multiple data marts at the same time. Instituted data warehouse best practices to govern the solutions specification, database architecture, application development, data quality, project management, and meta management.

Also served as the project manager for a J2EE/WebSphere/Oracle application development effort to provide common client information. The application combined disparate data from a number of agencies, which had to be matched and reconciled to create a common record for each client. Duties included coordinating design, development, unit, and integration testing with a cross functional team. Ensured that the designs and implantations were in accordance with the HSMP architectural guidelines and program requirements. Facilitated design and code walkthroughs in an effort to minimize the number of mission critical defects discovered later in the project lifecycle. The project's successful deployment and ongoing development earned Washington DC a 2006 NASCIO award in the "Cross-Boundary Collaboration and Partnerships" category.

Legg Mason Wood Walker, Inc. –Baltimore, MD (2/03 – 9/04) Program Manager

As a program manager, supervised a team of nine developers and three consultants to support an enterprise data warehouse initiative with a starting budget of \$4.5M. Created a program charter, which specifies how to manage and support the enterprise data warehouse, covering such topics as the SDLC, infrastructure, business continuance, capacity planning, deployment, and governance. Created SDLC document templates. Designed the enterprise data warehouse architecture using the Corporate Information Factory as a reference model. After a three-phased selection process, successfully selected and implemented the hardware and software (Ab Initio, Business Objects, and DB2 UDB EEE). Conducted end user facilitated sessions to gather information requirements. Designed the logical and physical data models for the enterprise data warehouse and data marts. Designed the ETL job flows and developed an enterprise ETL architecture to ensure consistency, maintainability, audit and control, and data quality. Designed the metadata architecture. Designed the Business Objects universes and report specifications. Specified the enterprise data warehouse security model to integrate with Legg Masons existing security model. Developed the enterprise data warehouse quality assurance program. Conducted developer and end user training with third-party vendors. Worked with senior management to identify, prioritize, and plan internal and external resource requirements for projected data mart projects planned for the fiscal year. Provided the CDO and CIO proposals for future projects to meet end user business needs. The proposals contain the project scope, level of effort, cost benefit analysis, and resource requirements. Also managed a team of six developers to support the development and maintenance of all commissions and retention planning systems. The systems were built using ASP, VB/COM+ and Sybase. The nightly batch processes were built using C. Introduced staff to an iterative, object-oriented SDLC, which has been used on all new projects. Implemented technical design reviews and code walkthroughs. Created and maintained project plans. Developed reusable design pattern-based software components (for searching, reporting, xml/xsl manipulation, and database connection). As a result, software development time was reduced by 25% and the teams productivity increased. Streamlined the nightly C batch programs by using stored procedures rather than embedded SQL to improve performance and the ability to manage business rule changes. Updated the team's change management process to improve

the level of customer service and to help prioritize resource utilization. This included logging all enhancement requests and bug reports, facilitating a weekly meeting to prioritize the tasks and resource allocation, and providing a statement of work to commit resources.

CTIS, Inc. – Rockville, MD (1/02 – 2/03)

MIS Manager

CTIS provides IT products and services to government, commercial and academic medical institutes that are involved in the clinical trials process. The company's main function is to provide the methods and tools with which all of the stakeholders are able to reduce the time it takes to complete clinical trials, improve their productivity, and increase their efficiency. As the MIS manager, supervised several technical staff members and contractors. Planned strategic software application initiatives for the corporate infrastructure. Set up an MIS governance policy, which improves communication, budget, resource allocation, and project prioritization for software development and maintenance. Helped manage a \$1.5M budget to support .NET re-engineering initiatives of corporate enterprise applications and R&D for proposal efforts. Developed the technical architecture on several MIS projects. Set up and configured IIS 5, Index Server, SQL Server 2000, Sharepoint Portal Server, and SMTP Service. Wrote code for ASP.NET pages and middle-tier business components using C#. Developed and managed databases in SQL Server 2000, which included developing stored procedures, SQL jobs, and DTS packages. Led data migration efforts. Redesigned the MIS QA program to improve the overall quality of project deliverables. Developed and standardized an object-oriented software development lifecycle, which included the adoption of several document templates. Managed software maintenance of existing applications by providing bug fixes and fulfilling enhancement requests on a regularly scheduled release cycle. Provided proof of concept findings and prototypes on new technology and vendor evaluations to the CEO.

RDA, Inc. – Timonium, MD (7/98 – 12/01)

Software Engineer

Consulting Engagement • *Zurich North America*

Developed a web-based solution using Windows DNA architecture to better assist surety underwriters manage capital exposure. Assisted in the proposal for an additional project with the client, which was awarded. Led the analysis and design phases for the project; estimated resource requirements for the construction and QA phases. Managed three developers on the middle-tier team. Wrote the system specification documents. Contributed to the architectural design. Designed and developed the business classes in VB6, which made use of MTS, XML, XSL, and XDR schemas. Wrote stored procedures using the OpenXML construct. Assisted in legacy data migration from Oracle to SQL Server. Created an OLAP database to facilitate profit and loss analysis, which was accessed through custom web-based reports using Active Reports.

Consulting Engagement • *NASDAQ*

Developed two object-oriented, web-based e-commerce solutions to institute trade matching, reporting, clearing, and risk management for U.S. corporate bond and equity markets respectively, which gave Nasdaq a wider customer base and an increase in revenue by 15%. Assisted in the proposal for the follow-on equities reporting system, which was awarded. Led the software development process for both projects. Wrote the system specification,

architectural design, and QA documents. Designed a thin-client architecture that promoted low-level coupling between the three tiers by using XML as the data transport mechanism. Designed and developed the ASP pages, VB6 business classes, and the database tables and stored procedures. Optimized system performance based on findings using LoadRunner to meet the expected load and scalability requirements.

Technical Qualifications

Languages:

- C#
- Visual Basic/
VB.NET
- VBScript
- JavaScript
- XML

Database Platforms:

- SQL Server 2K
- Oracle 8i
- Sybase
- DB2

Technologies and Architectures:

- Ab Initio
- Business Objects
- ADO / ADO.NET
- ASP / ASP.NET
- COM / COM+
- ERwin
- IIS 5
- LoadRunner
- Project 2000
- Rapid SQL
- Visual SourceSafe
- Web Services

Processes and Methodologies:

- RUP
- OOA/D/P
- UML
- Data Modeling
OLAP / OLTP
- Corporate Information
Factory
- TDWI DW/BI
Methodology

Operating Systems:

- Windows
- Unix
- Linux

Technical Certifications

Microsoft Certifications

- 10/98 – Microsoft Certified Professional
- 12/04/99 – Microsoft Certified Solution Developer

IBM Certifications

- 04/04/01 – XML and Related Technologies

Educational Background

Loyola College in Maryland – Baltimore, Maryland

Bachelors in Business Administration in Management Information Systems

Laureen Weeden

Summary of Qualifications

Ms. Weeden has over ten years of experience in consulting. Her flexibility and willingness to participate in a wide range of projects has resulted in a diverse set of skills. Most recently, she has broadened her experience in business intelligence, which complements her previous work in data warehousing. Ms. Weeden's data warehousing experience includes requirements analysis, some data modeling, data extraction and data transformation. She also has experience in designing, programming and developing solutions for data entry and data analysis and performance measurement projects. Ms. Weeden has more than four years of experience in the quantitative analysis field, including cost analysis, financial analysis and contract analysis.

Summary of Skills

- Experience with the following:
 - OLAP Tools: Business Objects (5x, 6x, and some XI)
 - Case Tools: Erwin
 - Extract/Transform Tools: SAS, Informatica PowerMart
 - Databases: Oracle
 - Applications: Microsoft Office (Word, Excel, PowerPoint, Access),
Microsoft Project,
Microsoft Outlook, Toad (SQL queries); PVCS Tracker and
Version Manager
 - Languages: SAS, SQL, some HTML
 - Operating Systems: Windows 2000, UNIX
- Business and technical writing
- Lifecycle Development
- System analysis, design, and construction
- CMM
- Task planning and management

Education

M.S., Information Systems, American University, Washington, DC, 1998

B.S., Quantitative Business Analysis, The Pennsylvania State University, 1990

Employment History

Smart Data Solutions, LLC, Washington, DC, Consultant, March 2005 to Present

Booz Allen Hamilton, Inc., McLean, VA, Associate, March 2001 to February 2005

Etensity, Inc., Vienna, VA, Senior Analyst, January 2000 to December 2000.

PricewaterhouseCoopers LLP (formerly Price Waterhouse LLP), Arlington, VA, Consultant, October 1993 to January 2000.

U.S. Department of the Navy, Naval Center for Cost Analysis, Washington, DC, Operations Research Analyst, June 1990 to October 1993.

Relevant Experience

Business Intelligence Lead, District of Columbia's Office of the Chief Technology Officer, March 2005 to Present

The Office of the Chief Technology Officer (OCTO) is developing a data integration and business intelligence solution for the Human Services Modernization Program (HSMP). The goal of this HSMP solution is to become the system of record for DC Government's health and human services cluster agencies. The HSMP solution currently integrates data from four human services agencies across the District of Columbia, with additional agencies being added before the end of the fiscal year. The data is available to the participating agencies, the city council, the deputy mayor, and authorized external service providers. The HSMP solution helps users track the types of services being provided to District citizens by the various human services agencies. It helps agency and DC Government decision makers identify which population(s) consumes the most services and which populations are being underserved. The solution also provides users the ability to track services that are covered by Medicaid, as opposed to services that are paid for by the DC Government, which are more costly. The ability to track the Medicaid services makes it easier to refer District citizens, who are covered by Medicaid, to these services, thus saving District funds. The business intelligence solution gives agencies the ability to identify and track measures such as patient recidivism rates, program efficacy, and caseworker workloads.

Ms. Weeden is participating in various roles to support this task. Her primary responsibilities include: working with the human services agencies to determine their reporting needs; translating these reporting needs into information requirements; identifying the appropriate source systems to support the information needs of the agencies; working with other team members to develop logical and physical data models to support reporting; developing business rules to support the capture of data; developing reports in the business intelligence reporting tool and performing standard tool administration. Ms. Weeden is also supporting the program manager by performing the following tasks: project planning and task management; identifying staffing needs, software and tool evaluations to support various functions within the project.

Business Intelligence Technical Lead, Environmental Protection Agency, November 2002 to November 2004

The purpose of this implementation was to develop a reporting system for the Business Objects implementation for EPA's Office of the Chief Financial Officer (OCFO). This system consists of an executive dashboard and a series of standardized reports for the Regional and Program Offices throughout EPA. This system provides easy and centralized access to critical financial information to various users throughout the agency.

Ms. Weeden led the development team. She participated in all aspects of the development lifecycle. Her primary responsibilities included: working with the client to ascertain new and changing requirements; working with the development team to turn requirements into development activities; writing various technical documents, including issue papers and training material; project planning and task management; the oversight for the design and creation of the reporting universe, the dashboard application, and the standard reports; and ensuring that the application remained available to client staff during peak work hours.

Lead Analyst, March 2001 to Present

While at Booz Allen, Ms. Weeden has had the opportunity to work on various tasks as a Lead Analyst.

System Architecture Validation, Office of Housing and Urban Development (HUD)

Ms. Weeden is currently lead analyst for a system architecture validation task for the Office of the Chief Financial Officer (OCFO) at HUD. She is responsible for working with the client's information technology team to develop and validate plans to improve and automate the Accounts Payable process. Ms. Weeden is responsible for interviewing various system administrators to determine the current architecture. Using this information, Ms. Weeden will work the OCFO's information technology team to determine and plan the activities needed to improve the process.

Shared Data Environment, United States Marine Corps (USMC)

This project was an Enterprise Application Integration project integrating several USMC logistics applications. The purpose of this project was to develop a prototype, integrating three USMC logistics applications that would allow data to pass between the three applications seamlessly, removing the need for the development of point-to-point interfaces. As a Functional Analyst, Ms. Weeden was responsible for: requirements gathering, data mapping, metadata management, document creation and management, quality assurance, and the development of test cases and test procedures.

Independent Validation and Verification (IV&V), Office of Personnel Management (OPM)

The purpose of this task was to provide an independent assessment of OPM's Relational Database Management System (RDBMS) alternatives. Ms. Weeden served as lead analyst on this project. Specifically, she worked with system engineers to develop an evaluation criteria matrix that was used to assess the RDBMS alternatives. She was responsible for the development and presentation of the final client deliverables that provided Booz Allen's recommendations.

Business Case Analysis, General Services Administration (GSA)

The purpose of this business case was to evaluate the current Enterprise Data Warehouse environment and determine potential alternatives for the continuing development effort. This business case presented the following for the current environment and each alternative: a high-level cost analysis; a summary of the qualitative and quantitative benefits; and an assessment of the risks and benefits.

White Papers

Ms. Weeden developed a metadata repository methodology and white paper. She was responsible for the development of a metadata repository data model and implementation strategy for use on client projects to collect and store the various types of metadata associated with client decision support systems.

Ms. Weeden was responsible for the development of a white paper for the Health Care Financing Administration Division of Risk Management. This white paper described the purpose of a risk management system and the steps necessary to perform a successful implementation

Senior Analyst, January 2000 to December 2000

Ms. Weeden worked as a Senior Analyst/Developer with Etensity, Inc. As an Analyst, Ms. Weeden worked with the Methodology and Quality Management team to develop the company's testing methodology. She also provided project support by reviewing various types of documentation, including client deliverables, to ensure quality and to ensure these documents met company standards. Ms. Weeden developed and taught a course on basic database design principals for the company's analyst training program. As a Developer, Ms. Weeden was a member of the Business Intelligence team, which was responsible for developing data warehouse solutions for clients using MicroStrategy.

Data Warehouse Architect, Office of Federal Housing Enterprise Oversight, September 1998 to January 2000.

This engagement involved working with the client to build a data warehouse to support a forecasting application. This data warehouse was a subject-oriented, integrated, time-variant collection of data designed to support the client's analysis and decision-making processes. The data structures contained summary and segmented information that enabled users to select and slice data at predetermined summary data levels and segmented views of data subsets. The summary data sets facilitated management reporting and performance measurement purposes. The segmented data subsets supported analytical and research oriented applications. The data warehouse supported the extraction, transformation, storage, and presentation of over 150 dynamic data feeds. The architecture included a raw data store (RDS), a data transfer system, a data transformation system, an operational data store (ODS), several application specific data marts including reporting and analytical capabilities.

Ms. Weeden led several full-time consultants in the analysis and design phases of this engagement. She played a significant role in the logical and physical design of the RDS, ODS and data marts. She contributed to the definition of the metadata management strategy and the definition of naming standards. Ms. Weeden was solely responsible for the data validation aspect of this engagement.

Lead Analyst, Office of Federal Housing Enterprise Oversight, March 1998 to August 1998.

This engagement involved performing the work tasks necessary to ensure all sub-systems of the Financial Simulation Model (FSM) application were documented with an adequate level of detailed information. The documentation was required to support FSM development and verification testing.

Ms. Weeden was responsible for the modification of existing documentation and/or creation of new documentation to facilitate the understanding, usability, and testing of the FSM components. The documentation was developed using information obtained from a detailed analysis of the FSM and structured interviews with client personnel. Ms. Weeden was responsible for the following work products for three of the FSM modules: module functional summary description and key requirements; input and output file listings; program code listing; module operational procedures to run the module; module parameter listing; module description of functionality steps; and module scenario run acceptance criteria.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **9208-Mandatory_Budget_Narrative.pdf**

Budget Narrative

Grant requested funds:

1. Personnel: DC Government will continue to pay the salaries of all employees working on this project.
2. Fringe Benefits: DC Government will continue to pay the fringe benefits of all employees working on this project.
3. Travel: DC Government will pay for any travel to visit other sites or for training and conferences.
4. Equipment: We will need to purchase servers for our development, QA and production environments. We will also need to purchase software licenses for reporting tools (SchoolNet, WebIntelligence). We will also need to purchase a few laptops and two projectors for presentations.
5. Supplies: DC Government will pay for supplies.
6. Contractual: The majority of the team will be contractors. Positions to be hired from grant funding include (with estimated costs): Data Warehouse Architect (\$130 hr; \$260,000/yr/3yrs), five Programmers (\$105 hr; \$210,000/yr ea; grant money will pay for five in year 1, two in year 2, and one in year 3), Evaluator (\$100/hr; 500 hrs; \$50,000/yr/3yrs), Technical Writer (\$85 hr; \$170,000/yr/3 yrs), Data Administrator (\$95/hr; \$190,000/yr/3 yrs), QA/Testers (\$85/hr; \$170,000/yr ea; one in year 1, two in year 2 and year 3) and Security Manager (\$100/hr; \$200,000/yr/3 yrs).
7. Construction: No construction costs.
8. Other Costs: None.
10. Indirect Costs: None requested.
11. Training Stipends: DC government will pay for any employee training necessary.

DC Government funds:

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