

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS

CFDA # 84.372A

PR/Award # R372A070023

Grants.gov Tracking#: GRANT00233958

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) _____
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* 3. Date Received: 03/15/2007	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: CFDA 84.372A
---	---

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Maine Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 01-6000001	* c. Organizational DUNS: 809045545

d. Address:

* Street1: 23 State House Station
Street2: _____
* City: Augusta
County: _____
* State: ME: Maine
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 04333-0023

e. Organizational Unit:

Department Name: Maine Department of Education	Division Name: Management Information Systems
--	---

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

Prefix: Mr.	* First Name: William
Middle Name: _____	
* Last Name: Hurwitch	
Suffix: _____	
Title: _____	
Organizational Affiliation: _____	
* Telephone Number: 207-624-6816	Fax Number: 207-624-6791
* Email: bill.hurwitch@maine.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.):

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

TEAchME - Tools for Educational Achievement in Maine

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="3,227,231.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* 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:
 Maine Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	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 14,000	S 14,000	S 14,000	S 0	S 0	S 42,000
4. Equipment	S 0	S 70,000	S 0	S 0	S 0	S 70,000
5. Supplies	S 10,500	S 10,500	S 10,500	S 0	S 0	S 31,500
6. Contractual	S 650,000	S 1,405,000	S 735,000	S 0	S 0	S 2,790,000
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 11,500	S 30,500	S 21,000	S 0	S 0	S 63,000
9. Total Direct Costs (lines 1-8)	S 686,000	S 1,530,000	S 780,500	S 0	S 0	S 2,996,500
10. Indirect Costs*	S 52,822	S 117,810	S 60,099	S 0	S 0	S 230,731
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 738,822	S 1,647,810	S 840,599	S 0	S 0	S 3,227,231

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2005 To: 6/30/2006 (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:
 Maine Department of Education

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

SECTION 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						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Dana Duncan</p>	<p>* TITLE Commissioner, Maine Department of Education</p>
<p>* APPLICANT ORGANIZATION Maine Department of Education</p>	<p>* DATE SUBMITTED 03-15-2007</p>

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: Maine Department of Education</p> <p>* Address: 23 State House Station</p> <p>Augusta</p> <p>ME: Maine</p> <p>04333-0023</p> <p>Congressional District, if known: ME 1</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>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: Dana Duncan</p> <p>* Name: Susan</p> <p>Gendron</p> <p>Title: Commissioner</p> <p>Telephone No.: 207-624-6620</p>

	Date: 03-15-2007
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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.

<p>* APPLICANT'S ORGANIZATION Maine Department of Education</p>
<p>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Susan Middle Name: A. * Last Name: Gendron Suffix: * Title: Commissioner, Maine Department of Education</p>
<p>* SIGNATURE: Dana Duncan * DATE: 03/15/2007</p>

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

William

Hurwitch

* Address:

23 State House Station

Augusta

ME: Maine

04333-0023

USA: UNITED STATES

* Phone Number:

207-624-6816

Fax Number:

207-624-6791

Email:

bill.hurwitch@maine.gov

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: **5605-Project_Abstract.pdf**

Project Abstract

Tool for Educational Achievement in Maine (TEAchME)

The Maine Department of Education requests grant funding in the amount of \$3,227,231 to support its ongoing efforts to design, develop and implement a longitudinal data system that stakeholders can draw upon to make well-informed decisions about improving student achievement.

The existing Maine Educational Data Management System (MEDMS) assigns unique state student identifiers and collects limited enrollment data, but by itself MEDMS does not collect sufficient student level data to adequately analyze student performance. Assessment, special education and other program data, and student grades and attendance data reside in multiple silos located at the Department of Education, LEAs, and third-party vendor sites. Without a central repository of high quality, validated and consistent data, Maine can not make data-driven decisions to improve student outcomes.

In determining the requirements for the TEAchME longitudinal data system project, the Department focused on the gaps identified in the 2006 NCEA Data Collection Survey Results for Maine as part of the Data Quality Campaign. Maine scored well in only three of the ten elements. In addition to the survey components, the Department identified a need to address EDEN reporting and training inadequacies.

The TEAchME project is designed to meet or exceed the Data Quality Campaign Elements, enable timely and accurate EDEN reporting, and provide training to stakeholders both in collecting and reporting quality data and how to interpret data to make well-informed research-based decisions.

The project design includes:

- Representation, support and involvement from all key stakeholders,
- Strong commitment of resources from the Department of Education and the State Office of Information Technology,
- Expedited process for employing qualified third-party contractors, and
- Collaboration with LEAs, the Maine Higher Education Council, and the Arizona and Connecticut Departments of Education.

The TEAchME project along with other State funded longitudinal data related initiatives will provide Maine with the necessary decision-support tools to address the needs of students in the PreK-12 schools and better prepare them for postsecondary education.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **2581-Mandatory_Project_Narrative_combined.pdf**

Project Narrative

1. Need for the Project

Maine has a number of data collection and reporting systems maintained by either the Department of Education or third party vendors. Each system does an adequate job of collecting data for its own purposes but sharing of data among the disparate data silos is not possible without extensive time consuming manual intervention and cross walking of data elements. In order to assess Teacher Quality, Adequate Yearly Progress (AYP), and student assessment results, Department staff need to access different sets of data from multiple sources. There is no central data repository where stakeholders can draw upon high quality, validated and consistent data in order to make well-informed decisions about improving student achievement in a timely manner.

Decision makers often have to rely on stagnant data collected on mandated dates that do not reflect changes over time. For example, analyzing graduation rate and dropout data by students enrolled in intervention programs based on mandated April 1st reporting may not reflect the fact that students left the programs after April 1st and before they exited the PreK-12 system in June. Maine is a local control State and the majority of student data is maintained and stored at the district level. With a large number of small school administrative units and a mobile student population, the ability to track student achievement over time is very limited. Without a central repository of longitudinal data it is difficult for educators to make well-informed decisions about students entering their schools from other LEAs. It is not unusual for student records to arrive by mail or fax well after a student has started classes. In order for decision making both at the SEA and LEA levels to be effective, timely and accurate Maine needs a longitudinal data system (LDS) that encourages research-based analysis.

The implementation of the Maine Education Data Management System (MEDMS) in 2002 brought to light the inconsistent quality of local data. When schools began uploading individual student demographic and enrollment data to the State for the first time, there were a large number of errors caused by non-standard data element codes, false or missing data, duplications and poor validation. The lack of statewide standard data codes inhibits the ability of school administrative units to transfer student data from one school unit to another. The current MEDMS system was designed to meet the minimum NCLB and State reporting requirements in 2002 and only represents a subset of student data. The Department of Education plans on replacing the current MEDMS system with a more comprehensive data collection and reporting system in a project outside of the scope of this grant application and that will be only one component of a comprehensive statewide longitudinal data system.

In determining the requirements for the *Tool for Educational Achievement in Maine* (TEAchME) longitudinal data system project, the Department focused on the gaps identified in the 2006 NCEA Data Collection Survey Results for Maine as part of the Data Quality Campaign. Maine fell far short in the survey with only three of ten elements

complete. The Data Management Team, which includes representatives from key areas of the Department (described in Section 5, Management Plan) reviewed the survey results and determined what steps were needed to address Maine's shortcomings.

- 1. Unique Statewide Student Identifier** – All publicly funded Maine PreK-12 students are assigned a permanent unique identifier through the MEDMS system. The unique ID has been adopted by key education database systems including student participation in the Maine Education Assessment (MEA), a Special Education Case Management application and the assignment of laptop computers for all seventh and eighth grade students through the Maine Learning Technology Initiative (MLTI). Each of these systems represents an individual data silo, all of which need to be brought together in a longitudinal data system. While each database utilizes the unique identifier, there is no easy and efficient way for educators to measure student achievement over time or determine the need for or effectiveness of intervention programs. The Data Management Team identified some gaps in assigning State student identifiers (e.g., to 100% home schooled students) but determined that those gaps can be best addressed in the planned MEDMS Redesign Project which will be funded separately from the LDS grant. At the present time, the Maine unique State student identifier is not used by State postsecondary institutions nor has it been adopted for use by other State agencies.

Goal: Vertical integration of the unique State student identifier through the TEAchME project funded by the longitudinal data grant and expand the assignment of identifiers to additional student populations through the MEDMS Redesign Project. This will enable educators and researchers to track student performance over time and share data more efficiently.

- 2. Student-Level Enrollment, Demographic and Program Participation Information** – The MEDMS system collects enrollment, demographic and program participation data multiple times throughout the school year. Student enrollment data is either uploaded from local student information systems or entered manually through web screens on October 1st and April 1st as well as on December 1st for the special education child count and in January and March for MEA participation. The system does not collect grades and attendance data and this will be addressed in the MEDMS Redesign Project. While MEDMS is the most complete student database for Maine PreK-12 education, it is missing many of the key data elements for longitudinal data analysis including individual student assessment data. Educators can identify which students are enrolled in programs and break the participation down by demographics, but there is no capacity for linking this data to performance. MEDMS is the largest of the data silos that will be used to populate the planned longitudinal data warehouse. There is a clear need to combine the MEDMS student demographic and enrollment data with MEA and SAT data currently collected and stored by third-party vendors in the planned data warehouse.

Goal: Develop a comprehensive education data warehouse through the longitudinal data system grant to bring together multiple data silos. This will allow educators, researchers and other stakeholders to perform accurate and timely data analysis and make better informed decisions.

- 3. Ability to Match Individual Students' Test Records from Year to Year to Measure Academic Growth** – Student level achievement data for the NCLB mandated State assessment is collected using the results of the Maine Educational Assessment (MEA) for grades 3 through 8, and the SAT with augmentation for grade 11. Because of the dual use of the SAT for both college admissions and NCLB accountability, Maine must collect data for each student the first time they take the SAT, to use for the college admissions purpose, and the grade 11 official administration of the augmented SAT used for NCLB accountability. The data is stored in separate databases from MEDMS but the MEA database does utilize the unique State student identifier. Local assessment data and grades are not collected and stored by the State. Individual student assessment performance can be disaggregated by demographic and enrollment data but only at the district and school levels. The State does not have the ability to match students with classes or teachers and provide that functionality to local educators or researchers. The MEDMS Redesign Project will enable collection of local assessment results and grades as well as individual participation in classes and courses. The LDS grant funding will enable Maine to permanently store test data including local assessment results in a central data warehouse.

Goal: Expand the collection of student performance data beyond State assessments and collect class-level data through the MEDMS Redesign Project. Store all longitudinal data from different data silos in the data warehouse through the grant funding. This will enable educators and researchers to use the warehoused data to analyze student performance over time.

- 4. Information on Untested Students and the Reasons Why They Were Not Tested** – This information for the State standard assessments including the SAT is maintained by Measured Progress, a third party vendor, and is available to the State upon request. The ability to match untested students with enrollment and program participation data is limited by the storing of the data in separate silos (MEDMS and Measured Progress). Multi-year trend analysis is not possible with the current systems. The LDS grant funding will enable Maine to permanently store data related to testing by the State and third-party vendors in a central data warehouse.

Goal: Store all enrollment, program participation, assessment and reasons for not taking assessments in the planned data warehouse. This will enable educators and State and district assessment coordinators to analyze trends, including in programs, demographics and patterns of absences and exemptions over multiple years, with the goal of increasing student participation in assessments.

5. A Teacher Identifier System with the Ability to Match Teachers to Student –

Each teacher is assigned a unique identifier by the MEDMS system. MEDMS also collects staff social security numbers which are used to verify endorsements and criminal record history checks with the legacy certification system. The State does not collect or store teacher/student/class data that would enable the State to match records across teachers and students by course and/or subject matter. Teacher preparation data is maintained in a legacy certification system and paper files. Maine currently does not have the capacity to identify which students and which courses are being taught by teachers with different levels and types of preparation or certification, and which forms of teacher training and certification have the greatest impact on students' academic growth in the classroom. The planned MEDMS Redesign Project and the LDS grant funding will enable Maine to permanently collect and store teacher/class/student data in a central data warehouse. The legacy certification system will be replaced at a future date.

Goal: Develop the capacity in the planned data warehouse to collect and store data from the redesigned MEDMS system as well as the teacher certification system in order to allow educators, policy makers and researchers to perform detailed analyses on the effectiveness of teacher training and certification on student performance. This will include collaboration with the State's higher education institutions that offer teacher training programs so they can evaluate the effectiveness of their courses and instruction.

6. Student-Level Transcript Information, Including Information on Courses Completed and Grades Earned –

The State does not have a consistent statewide course numbering system and does not collect student level course completion and grade earned data. The State does not currently have the capability of determining the level of courses taken and the demographics of students enrolled in particular courses. There is no way to connect performance on State assessments to grades by subject area and to analyze evidence of grade inflation.

Goal: Use LDS grant funding to develop a student-level statewide standard transcript system along with a data warehouse to collect and store course completion and grade data. This will enable educators and researchers to analyze student performance in State assessments and courses to determine whether students in more rigorous courses in high school have been more successful in college or in the workplace. This will include collaboration with the State public colleges and universities to enable secondary schools to share electronic transcripts with postsecondary institutions.

7. Student-Level College Readiness and Test Scores – SAT data is collected by College Board and reported to the State, but at the present time College Board does not incorporate the Maine unique State student identifier. With the inability of the current MEDMS system to collect student courses and grades and the lack of integration with college readiness test vendor systems, the State does not

currently have the capability of tracking individual student performance on college readiness tests on an annual basis nor does it have the ability to determine which students are taking advance placement courses. The increased data collection capabilities of the planned redesigned MEDMS system and the LDS grant funding will enable Maine to expand the use of the unique State student identifier with third party test vendors and permanently store college readiness test scores in a central data warehouse.

Goal: Develop the capability through the MEDMS Redesign Project and integration with third party vendor systems to collect and store college readiness test scores, along with student courses and grades, in the planned data warehouse. This will enable educators and researchers to analyze performance on college readiness tests, State assessments and courses to make better informed decisions about preparing students for college.

- 8. Student-Level Graduation and Dropout Data** – The current MEDMS system collects graduation and dropout data utilizing School Interoperability Framework (SIF) standard codes. The State is able to calculate the graduation rates defined in the new National Governors Association Compact to track individual students over time including their transfer to GED programs. The dropout data is maintained in the MEDMS system but analyzing it in relation to individual student performance in State assessments is difficult due to data silos.

Goal: Increase the capability for educators, researchers and policy makers to analyze indicators about dropouts utilizing the planned data warehouse. The long-term goal is to be able to track dropout student performance after students leave the secondary school system through integration with other State agency systems using the unique State student identifier.

- 9. The Ability to Match Student Records Between the P-12 and Higher Education Systems** – At the present time the unique State student identifier is not shared with the State's public colleges and universities, and enrollment records can not be matched. The ability to align expectations in high school with the demands of postsecondary education using data on student success when they leave the PreK-12 system and enter college is very limited. The University of Maine System's implementation of an integrated PeopleSoft system for the seven State universities may make it possible to add the unique State student identifier to the students' college records. Integration with the State community colleges and other State postsecondary systems will be more difficult, but will be explored where feasible.

Goal: Collaborate with the State's public colleges and universities to expand the vertical use of the unique State student identifier and to permanently store enrollment records in a central data warehouse. This will allow educators and researchers to analyze the effectiveness of secondary college preparedness

programs and enable secondary institutions to make better informed decisions about pre-college remediation programs for Maine students.

10. A State Data Audit System Exists to Review Data Quality, Validity and Reliability – The State is currently working with ESP Solutions Group to complete a data sources inventory and begin the planning process for the development of a statewide education Data Dictionary. The Data Dictionary, along with more system wide use of SIF and NCES data standards, will enable the Maine SEA and individual LEA systems to perform more accurate and reliable data auditing. Some data audits and validation are performed on existing MEDMS data but the ability to audit data stored in multiple silos is severely limited.

Goal: Develop a comprehensive Data Dictionary, collect and store student data in a comprehensive data warehouse and provide training to the school districts on maintaining and submitting quality data. This will enable educators and researchers to provide accurate, consistent and reliable analysis on educational data.

In addition to the ten elements from the Data Quality Campaign survey that are addressed above the Data Management Team identified the following two areas that need to be addressed by the longitudinal grant funding.

EDEN Reporting

The current process for collecting, preparing and submitting the required data for EDEN reporting is incomplete and inefficient. There is no single person responsible for coordination of EDEN reporting in the Department of Education. As a result, the timeliness and completeness of reporting is inadequate. In reviewing the problem, the Data Management Team had difficulty determining what data needs to be collected and who is responsible for making sure the required reports are submitted on time. Without both a single point of contact for State EDEN reporting and a central repository for collecting the required data elements, Maine runs the very high risk of both tardiness and incompleteness in responding to Federal reporting requirements.

Goal: Using the LDS grant funding develop a process and structure for meeting the EDEN data reporting requirement. This will include adding the required data elements and tables to the planned data warehouse. The new process and structure will enable the Department to provide complete EDEN reports and free up resources by reducing the level of effort to collect and report the data.

Need for Training and Professional Development

Beyond the ten Data Quality Campaign elements described above, there is a great need for data-related training and professional development at both the SEA and LEA levels. A lesson learned from the original implementation of the MEDMS student and staff data collection system in 2002 and 2003 was that the lack of a well-planned and comprehensive training program delayed acceptance and proper use of the system. The combination of a new web-based system and the cultural change from aggregate form

based reporting to detailed individual student data collection led to resistance and confusion. As a result, the Department of Education management information systems (MIS) team developed a feedback and suggestion process (using the MEDMS help desk) and focus groups to make improvements and changes to the system in the subsequent school years. Changes were made to the user interface and extract, transform and load (ETL) process and a number of downloadable reports were added for data analysis and cleansing.

The recent implementation of the MEDMS Financial System used a more proactive approach with end users and involved them early in the design and development process. There is little or no resistance to the new system and, with a smaller number of users, training is less of an issue but still problematic. The Department still lacks a dedicated training component for the proper collection and reporting of data and professional development on analysis of data for improving student achievement and making better informed decisions.

Goal: Develop training and professional development programs for each of the planned components of the longitudinal data system. This will enable all stakeholders to better understand and utilize longitudinal data for improving student performance in Maine schools.

2. Project Design

Maine proposes a three-year plan to create a comprehensive longitudinal data system through a coordinated effort of current initiatives, planned State-funded development projects and the TEAchME project components requested in this grant application. The current and planned projects are described in Section 4, Resources of this narrative. The total system approach, including State and grant-funded components, will enable Maine to meet or exceed all of the Data Quality Campaign survey elements in the three-year grant period. The MEDMS Financial System will go live in March 2007. The data inventory is under way and is expected to be completed by May 2007 and the request for proposals for the MEDMS Redesign Project is expected to be distributed by June 2007 and the system implemented for the 2008-2009 school year.

System Components to be Addressed Through This Grant

Based on the analysis completed by the Data Management Team, the Department has identified the following key components:

- A standard statewide **Data Dictionary** for education data to facilitate data collection from LEAs and the migration of data from disparate departmental databases into a central data warehouse. The Data Dictionary will include meta-data as well as SIF and NCES data element standards.

Needs targeted: The Data Dictionary will be instrumental in addressing each one of the needs outlined in Section 1. It is critical for supporting item #10, (data auditing) and will include NCES and EDEN data elements.

- A comprehensive central **Data Warehouse** serving as a repository of PreK-20 data from department databases to support data driven decision making, timely and

complete State and federal reporting, as well as research and analysis of the effectiveness of intervention programs.

Needs targeted: The data warehouse is central to meeting all of the project needs in Section 1 and to supporting longitudinal data requirements in the future.

- Technology standards for State and LEA systems, including **Full Integration of SIF Agents and Zone Integration Servers**, to enable collection of staff, student, assessment and school funding data.

Needs targeted: The SIF component will be critical for addressing items #2 (collection of student-level data elements), #6 (development of statewide transcripts), #10 (data auditing) and creating the EDEN reporting system.

- A system for **Electronic Collection of Student Level Transcript Data** including the development of a statewide student transcript format and integration with higher education systems.

Needs targeted: The transcript system will address items #3 (student test records), #6 (development of statewide transcripts) and #9 (matching PreK-12 and higher education systems records).

- Additional functionality in MEDMS to collect **College Readiness Assessment Data** (SAT, SAT II, ACT, etc.) from third party test vendors.

Needs targeted: This component will address items #3 (student test records), #6 (development of transcripts) and #7 (college readiness test scores).

- **Vertical Expansion of the Existing MEDMS Student and Staff Unique Identifiers** to enable collection of longitudinal data after students leave the PreK-12 system. This will include adoption of the unique State student identifier by Maine's postsecondary institutions.

Needs targeted: As with the data warehouse, the unique state student identifier is critical for all student data needs and the vertical integration will be especially important for collaboration with postsecondary institutions.

- A documented and streamlined process for the timely and accurate reporting of required **EDEN** data including adding EDEN data elements in the planned data warehouse.

Needs targeted: EDEN reporting.

- A **Training and Professional Development** program for SEA and LEA staff on data quality and using data effectively for decision making.

Needs Targeted: The training program will address the need for users to collect and report quality data and use the longitudinal data to make well-informed decisions to improve student achievement.

The TEAchME project will be a collaborative effort that will include resources from the Maine Department of Education, contracted providers, local school administrative units, public and private higher education institutions in Maine, the State Office of Information Technology (OIT) as well as the Arizona and Connecticut Departments of Education. Each component will add value to the longitudinal data system by either adding capabilities to existing data systems or adding missing functionality.

Data Dictionary

Maine has engaged ESP Solutions Group to complete a comprehensive data source inventory of the data collection systems within the Department of Education. Once the sources have been documented in the ESP *DataSpecs* application, the Department will use part of the grant funding to develop a metadata reference database that will include standard definitions that will be common to both the State and local educational agencies. It is expected that the Department will continue to contract with ESP Solutions Group to assist with the development of the Data Dictionary.

The Data Dictionary will include SIF standard definitions of commonly used data and link to NCES Data Handbooks. The single set of metadata will be used for all education applications and will be made available to all vendors doing business with the SEA and LEAs. Business rules and data definitions will be clearly defined in a format that is easily understandable by non-technical users at the local district and school levels while providing the technical descriptors needed by developers and vendors.

Together, the data sources inventory and Data Dictionary will serve as a basis for the data warehouse and the MEDMS Redesign Project. As part of the development process Maine will be collaborating with Arizona and Connecticut in identifying a complete set of commonly used data elements. While each state may have different local data requirements all three will work together to define data structures for Federal reporting including EDEN.

Data Warehouse

The planning process for an education data warehouse began with the data inventory project and the planned completion of an enterprise wide data dictionary. The goal is to create a single centralized repository that will consolidate the large number of disparate internal data resources as well as data currently stored by third party vendors. A single data structure will enable stakeholders to track student performance data over time; this capability is not possible in the current environment of data silos.

The warehouse will include district, school, staff and student data in a longitudinal format as well as elements required for all State and federal (EDEN) reporting. Student data will utilize the existing MEDMS unique State student identifier that will link demographic, enrollment and program data with assessment uploaded from third party vendors including Measured Progress and College Board through an extract, transform and load (ETL) process.

The State Office of Information Technology has purchased large capacity EMC² hard drives to support a Microsoft SQL Server 2005 environment to house all of the MEDMS data and the longitudinal data system data warehouse.

The data warehouse project will include the following phases:

Components	Tasks/Deliverables	Timeframe
Data Inventory	<ul style="list-style-type: none">• Identify data sources	In progress
Data Dictionary (described above)	<ul style="list-style-type: none">• Document data elements• Create metadata dictionary	Year 1 (3 months)

Data Structure	<ul style="list-style-type: none"> • Develop requirements • Develop data model • Create validation rules • Develop business rules • Develop security policies • Select tools • Create deployment plan • Implementation • Develop and test ETL process • Testing • Training 	Years 1 and 2
Reporting	<ul style="list-style-type: none"> • Identify SEA and LEA requirements • Develop data marts • Create standardized reports • Develop ad-hoc query environment • Training/professional development 	Years 2 and 3

The Department will engage a third-party vendor, through the RFP process to assist with the development of the data warehouse and for procurement of ETL, data validation and cleansing, and business intelligence tools. Maine will draw on the lessons learned and best practices from the earlier grant recipients and select a vendor that adheres to industry standards.

The data warehouse will initially be populated with MEDMS student data and the two years of grades 3-8 and grade 11 assessment results from third-party vendor databases. This will facilitate the development and testing of reporting tools. LEA involvement will be critical in establishing security and access policies in year two and the development of data reporting and analysis capabilities in year three. Data marts will be created to expedite analysis and reporting of sets of time-based data. Based on the Department’s experience with the MEDMS Financial System, the reporting capabilities will include three components:

- Pre-defined standard reports,
- Power user ad-hoc data cube and query analysis tools, and
- User friendly query and analysis tools.

Integration of SIF Agents and Zone Integration Servers

Working with Enterprises Computing Services (ECS) and Computer Power Solutions of Illinois (CPSI), the Department completed a pilot test of SIF data transfer with the MEDMS Financial System. This included the deployment of a zone integration server (ZIS) at the State level, SIF agent servers at four district pilot sites, and both district and State ETL mapper agents. Unlike the local financial systems in Maine that are not SIF compliant, there are a large number of local district student information systems in Maine schools that have built-in SIF agents. Current SIF certified SIS systems in Maine include: MMS, Infinite Campus, PowerSchool, SunGard Pentamation and SchoolMaster. The focus of this component of the TEACHME project is to build SIF capabilities, processes

and procedures for collecting and validating student data from all LEAs as well as third-party vendors. The project will involve building on and expanding the MEDMS Financial System SIF infrastructure, coordination with local SIS vendors, and training local users and vendors. Policies and procedures requiring SIF compliant systems will be established and all RFPs for future Department of Education data systems will include standard SIF requirements language. Maine will be collaborating with Arizona and Connecticut on development of SIF agents for horizontal and vertical reporting. The three States will also explore Family Educational Rights and Privacy Act (FERPA) issues related to sharing data across State lines.

The Department will develop the SIF integration by engaging assistance from the State Office of Information Technology and a third-party vendor experienced in statewide SIF implementations.

Deliverables from this component will include:

- SIF infrastructure design capable of accepting student data,
- SIF policies and procedures documentation, and
- LEA and vendor training.

Electronic Transcript System

An electronic transcript system will address a number of data needs. One of the challenges resulting from the implementation of the MEDMS student data system is dealing with the large number of mobile students who transfer between local school units both during and at the end of the school year. Maintaining updated enrollment data in the State system is often delayed by receiving schools waiting for receipt of student records from the sending school unit. Timely and accurate records transfer will help schools identify dropouts as well as transfers to private schools. Another concern is the accuracy and consistency of individual student records. In addition, a number of initiatives in Maine are focused on encouraging more students who graduate high school to enroll in higher education institutions. Approximately 85% of Maine students graduate from high school but only 53% enroll in college. The requirement to take the SAT (see next component below) is one of the initiatives. An important benefit of the electronic system is that it will be easier for students to complete the college application process.

The electronic transcript component is designed to facilitate transfer of student records between school units and exchange records with postsecondary education institutions and clearinghouses. There are no current standards for records transfer either in format or data elements. The process is paper-based and student records are mailed or faxed to the receiving school or attached a student's record to an email, raising security issues. Once received, the student record data is entered manually into local information systems. This is not only time consuming but is also open to re-keying errors.

Grant funding will be used to create an electronic transcript system based on the work performed by the SIF eTranscript Task Force, using both the objects created for the Implementation Specification version 2.0 and the work States are doing with the National Transcript Center (NTC). The Department will contract with a third-party vendor for

assistance in developing the system and collaborate with State higher education organizations. Two vendors, CPSI and ESP Solutions Group, currently engaged in other projects with the Department, have helped provide guidance in the design of this component. The initial step is to create a statewide standard student academic record including all program participation using SIF data elements. The contents of the student transcript record will include:

- Longitudinal history of course completion,
- Cumulative summary of credits earned,
- Certification of diplomas and degrees awarded,
- Documentation of historical dates of enrollment, grade levels assigned, and attendance,
- Participation in programs,
- Longitudinal performance on assessments including the MEA and SAT, and
- Additional data as recorded by the school (e.g., rewards, activities, etc.).

The project will initially focus on secondary school student records with the intention to expand the system to include middle and elementary school records at a later date. The more complete the student longitudinal data record, the more value it can provide decision support analysis. The project team will collaborate with LEAs and their local student information system vendors through focus and advisory groups in the design of the State standard electronic transcript to meet the needs of school-to-school and district-to-district transfers. Issues about the security of exchanging student data electronically will be reviewed as well as creating roles for permissions. Discussions have already begun with the Maine Higher Education Council on requirements for secondary school-to-postsecondary institution transfer. Collaboration with the Arizona and Connecticut Departments of Education will explore security and confidentiality issues related to State-to-State student record transfer. This will include review of the NTC system.

Training and professional development will be a key component in the electronic transcript system project. Technical training for LEA technology coordinators and student information system vendors will focus on making sure required data elements and crosswalks; as well as SIF objects and agents, are included in local systems. School and school unit staff will be instructed on data quality and the benefits of using student transcript data for determining the right programs for incoming students.

Deliverables from this component will include:

- A statewide specification for the contents and format for student transcripts,
- Publication of data standards for the elements within student transcripts,
- Documented security and permission policies including FERPA guidelines,
- A training program for schools for creating electronic transcripts, sending and receiving them, and interfacing with their local student information systems, and
- A training program for schools in creating longitudinal records, data quality, records management, and analysis of student data for educational programs.

College Readiness Assessment

Beginning with the spring administration in 2006, all Maine high school juniors, including all students in their 3rd year of high school, are required to take SAT tests in critical reading, writing, and mathematics. This new policy encourages all Maine students to engage in curriculum, instruction, and assessment that is intended to raise expectations and to increase readiness for college or other postsecondary opportunities; is consistent with the high expectations for student achievement expressed in Maine's *Learning Results*; and supports the emerging PreK-16 College Ready Initiative already underway as a joint effort of the University System and the Maine Department of Education. These initiatives are essential to ensure that Maine students are well prepared as to succeed in our increasingly complex State, national and world economy.

This component is designed to include data on student performance on SAT II, ACT, Advanced Placement (AP) and International Baccalaureate (IB) exams in current State collections. At the present time, only the results of the SAT are collected by the State and they are not integrated into the existing student data collection system. The project team will engage a consultant to work with third-party assessment vendors to develop an ETL process using SIF agents where possible for data transfer to the planned data warehouse. The State assessment (MEA) vendor, Measured Progress, has adopted use of the unique State student identifier and the Department is working with College Board to incorporate the identifier in reporting SAT and PSAT results. Widespread use of the unique State student identifier will expedite the process.

Deliverables from this component will include:

- ETL process with third party assessment vendors,
- Creation of assessment data elements and tables in the data warehouse, and
- Development of SIF agents for assessment data collection.

Vertical Expansion of Unique State Student Identifier

An important component needed to transform the current PreK-12 data system to a more complete PreK-20 longitudinal data system is the vertical integration of the unique State student identifier with State higher education systems. This is the initial step in achieving the long-term goal of integration of the unique identifier with other Maine State agency systems including: the Department of Labor, Department of Corrections, and the Department of Health and Human Services.

The lack of a unique identifier makes it difficult to track students after they leave the PreK-12 system and it is often a time consuming manual process. Initially the work on this component will look at tracking Special Education and Career and Technical Education students, and students attending higher education institutions. The current process used to track students after secondary school is through letters home, emails and phone calls.

LDS grant funding will be used to engage resources from Maine higher education institutions to assist with the planning, implementation and testing of this component. The project team will also look to learn from the experiences of other States that have expanded the use of the unique State student identifier.

Deliverables from this component will include:

- Design document for vertical implementation of unique student identifier, and
- Pilot test with one or more postsecondary institution.

Development of a Streamlined and Efficient EDEN Reporting System

The planned EDEN reporting component will begin in year one with the development of an EDEN data collection and reporting structure including the creation of an EDEN Coordinator position. The plan is to utilize an outside consultant to help develop the functional job description and serve as an interim coordinator until the position is filled. In year two, the EDEN Coordinator will work with the TEAchME project team to design the tables needed in the data warehouse, making sure that they include all current and planned data elements. The EDEN Coordinator will also be responsible for keeping abreast of the development of EDEN and SIF crosswalks to expedite the creation and uploading of the required EDEN files. This component will include collaboration with the Arizona and Connecticut Departments of Education in creating a common EDEN reporting data model.

Deliverables from this component will include:

- EDEN Coordinator job description,
- Creation of EDEN data elements and tables in the data warehouse, and
- Development of EDEN reporting structure and processes.

Training and Professional Development

Each of the components of the TEAchME project listed above includes training and professional development. The success of the project will be measured more by the effective use of longitudinal data for data-driven decision making by stakeholders than by the ability of the project team to implement the technical components.

The proposed training is divided into two levels. The level one training focuses on the procedural aspects of data entry and an understanding of data quality at the level of data steward. While certification as such will not be required, the SEA will campaign aggressively for the development of this capacity at the LEA level, using appropriate rewards and recognitions for LEAs participating in this portion of the TEAchME project. This system of training would offer all educators in the State of Maine the ability to complete an online training module, with ATM (Maine's cable network training system) support as needed. The training will affirm that the role of data stewards may be filled by individuals or teams, and it will prepare those completing it successfully to train others to fill this role. Thus, the TEAchME project will develop a self-sustaining training capacity to support the continuing integration of disparate systems over time long beyond the completion of this three-year project.

Participants will be invited to regional workshops with a Distinguished Educator (DE) under the supervision of the project team. In this forum, LEA staff would receive additional training and hands-on experience with the direct supervision and guidance of SEA staff. For the extremely limited number of schools that are not able to attend

training under this model, the Department would send a staff member directly to the school to provide onsite technical assistance.

The Distinguished Educator would be funded by the TEAchME grant. It is anticipated that over the three years of the grant, all such SEA-directed training for this purpose would be accomplished, leaving a network of able trainers throughout Maine at the LEA level. This DE would assist in the development of online manuals and presentations in the use of the technical aspects new enterprise system.

The second level of training goes beyond the procedural knowledge in level one, and helps school personnel to review, examine and interpret their data. The skills and decisions needed for this component of the training are more complex than in level one. At this stage, the TEAchME project team will ask educators to examine the quality of the information they have, form pertinent questions, and seek appropriate ways to answer those questions accurately and efficiently. The most basic instruction will occur in an online course, a second level available to those completing the entry-level training. At this stage, participants will receive training on basic research methodology including the formation of a hypothesis, verifying data quality and choosing the right data to generate basic frequency charts and summary statistics for their schools. This same content will also be offered in a series of regional workshops and through the ATM system for participants who cannot access the online content or are more comfortable in a traditional educational setting. This training would be developed by a training consultant funded by the grant in collaboration with the Data Management Team. It would be delivered by the consultant and members of the project team in collaboration with SEA staff familiar with the specific regions involved. This training would serve as a model for similar instruction of pre-service teachers at the undergraduate level.

Deliverables from this component will include:

- Level one data quality training program,
- Level two data use and interpretation training program, and
- Online training tools for ongoing training and professional development.

3. Project Personnel

The TEAchME project team will include representatives from stakeholder constituencies including the LEAs, the Department of Education leadership, the Data Management Team and the State Office of Information Technology staff. Key personnel working on the project include:

Jacqueline Soychak, Leadership Team Representative (b)(4) – Ms. Soychak is a member of the Commissioner’s Leadership Team and is the Learning Systems Team Leader. The Learning System Team is responsible for administration of a broad range of federal and State programs that provide technical assistance and resources to local school administrative units to support the development of educational programming and ensure equal access and full participation for all students to high quality, high performance education. Ms. Soychak serves as the Leadership Team representative on the Data

Management Team. In addition, she has served for the past four years as a member of the national State Collaborative on Assessment and Student Standards (SCASS) Accountability Systems Reporting (ASR) Group sponsored by the Council of State School Officers. The purpose of this group is to share emerging strategies for increasing reliability and validity of school accountability data and decisions; to further work on essential products (e.g., NCLB Amendments analysis, Growth models); and to share ideas, models, plans for State accountability in relation to NCLB, and developments in accountability reporting.

Bill Hurwitch, Project Manager ((b)(4)) – Mr. Hurwitch will oversee the daily activities for the TEAchME project. He has been working with the Department for four years as project director for all phases of the MEDMS development project and serves as a member of the Data Management Team.

Ray Poulin, Senior Consultant ((b)(4)) – Mr. Poulin is a former Maine Department of Education Deputy Commissioner and superintendent, is a consultant to the Commissioner and serves as the chair of the Data Management Team. Mr. Poulin also works for the University of Maine System Information Technology System. He will manage the collaborative relationship with the Maine Higher Education Council.

John Kennedy, State Director of Student Assessment ((b)(4)) – Mr. Kennedy is the Administrator of all National Assessment of Educational Progress activities in Maine and State representative to the National Forum on Education Statistics. He will oversee the collection of assessment data elements in the design of the data warehouse.

Kevin Jones, Agency IT Director ((b)(4)) – Mr. Jones reports to the State's Chief Information Officer and will be responsible for providing the technical resources, including staffing and infrastructure support from the State Office of Information Technology. Mr. Jones serves on the Data Management Team and is the liaison between the Commissioner of Education and State CIO.

Charlotte Ellis, Systems Analyst ((b)(4)) – Ms. Ellis is a member of the Department's MIS team and the Data Management Team and is responsible for State and federal reporting including EDEN data collection. She will assist with the design of the data model for the data warehouse and work closely with the TEAchME team on the EDEN reporting component.

Steve Smith, Director of Technology, Waterville Public Schools ((b)(4)) – Mr. Smith serves on the Data Management Team as the representative of the school administrative unit user community. He is a member of the NCES Forum.

Dana Duncan, Statistician, Special Services ((b)(4)) – Mr. Duncan represents the Special Services Team on the Data Management Team and is responsible for performance assessment and federal reporting on grant programs for Special Education.

Suzan Beaudoin, School Finance Supervisor (b)(4) – Ms. Beaudoin serves on the Data Management Team and oversees the State’s major educational funding program, General Purpose Aid for Local Schools, which draws on data from multiple State agency sources. This includes providing policy and operations leadership for statewide education funding for the Department of Education and the State Board of Education.

Jeff Mao, Coordinator of Educational Technology (b)(4) – Mr. Mao is a member of the Department’s Education Technology team and is responsible for State and federal education technology programs including the Maine Learning Technology Initiative, the Maine Distance Learning Project, and Maine’s NCLB Enhancing Education Through Technology grant programs. Mr. Mao supports Maine’s online testing system, MEA Online. In addition, Mr. Mao works closely with LEA Technology Directors in the implementation of State, federal, and local education and administrative technology programs and systems and serves on the Data Management Team.

Victor Chakravarty, Enterprise Systems Architect (OIT) – Mr. Chakravarty oversees the State enterprise systems and will work with the TEAchME project team to certify that the components are consistent with OIT strategy. He is involved in the planning and design of the State Data Dictionary and State Data Warehouse.

Peter Bossie, Senior Information Systems Support Specialist (OIT) – Mr. Bossie will be responsible for the installation and support of technical system architecture supporting the TEAchME project components at the OIT Edison Drive facility.

Julio Barreto, Senior Information Systems Support Specialist (OIT) – Mr. Barreto will support the TEAchME applications and databases installed on the State server environment at the Edison Drive Facility.

Andrew Benner, Systems Analyst (OIT) – Mr. Benner will be responsible for the implementation and support of the Microsoft SQL Server environment supporting the TEAchME data warehouse.

4. Resources

Facilities – The State Office of Information Technology (OIT), under direction the of the State Chief Information Officer, partners with the Department of Education and provides technical resources that support Department systems. All servers, including the MEDMS system, are hosted by OIT in a remote secure environment at Edison Drive in Augusta with twenty-four hour, seven day a week monitoring and support. The TEAchME longitudinal data system will use existing floor space in the OIT Edison Drive facility in Augusta. The TEAchME project team will be located at the Department of Education on the 5th floor of the Cross State Office Building in Augusta.

Equipment – Hardware supporting the TEAchME project will be leased through and supported by OIT and, where possible, will leverage existing MEDMS Windows 2003 Hewlett-Packard servers. The planned LDS data warehouse will leverage the scaleable enterprise Microsoft SQL Server 2005 database that is hosted by OIT and shared with

other State agencies to maximize cost efficiencies. The MEDMS student and staff system SQL Server 2000 databases are currently being upgraded and migrated to SQL Server 2005, along with the existing MEDMS Financial System SQL 2005 database on the high capacity enterprise EMC² drives. OIT provides enterprise security and antivirus management and the TEAchME system will be added to the existing support agreement. For added security, the Department of Education's Active Directory is maintained on a separate tree from all other State agencies.

Staff – The TEAchME internal and contracted project team will be supplemented with highly skilled technical staff from OIT. These resources include business analysts, programmers and developers who report to Kevin Jones, the Agency IT Director. OIT currently staffs the Department of Education's MIS team through a shared pool with other State agencies. While the OIT help desk supports common State agency technical functions including telecommunications, e-mail, desktop support and networks, the Department of Education provides a dedicated help desk team to support education related applications. This help desk will be supplemented to take on the additional support of the TEAchME system. The Governor's budget includes a Data Manager position for the Department of Education. This new leadership position will report to the Commissioner, be responsible for chairing the Data Management Team, will oversee all data related systems including TEAchME and MEDMS.

For assistance on some of the components in this grant application, the Department will utilize the **OIT Pre-Qualified Vendor List** that includes over 150 technology services companies. Vendors on the pre-qualified list have already agreed to State terms and conditions and set hourly rate ranges for their resources. This process expedites the contracting process by allowing agencies to select at least three vendors from the list for proposals and quickly complete the selection process. For example, ESP Solutions Group was engaged to complete the data inventory through the pre-qualified vendor process. For larger components such as the data warehouse, the Department will use the standard State RFP process.

On-going Support and Maintenance – With the implementation of the MEDMS system in 2002, the Department of Education established an annual budget item that covers all software licenses, maintenance and help desk support of data system applications. As new applications such as the MEDMS Financial System are added, the budget is increased to cover the additional costs. The budget is typically set at 15-20% of the initial implementation costs. As the TEAchME longitudinal data system components come online, the annual budget will be increased so that the system will be supported well after the initial three year period.

Related Projects – The Department has invested significant resources in projects to support the efficient use of data, including:

Current

- ***Data Inventory*** – Maine has engaged ESP Solutions to conduct an inventory of all data collection systems in the Department of Education. The **\$79,500** contract began in February 2007 and is expected to be completed in May 2007. This is the

- initial step in preparing for the MEDMS redesign RFP and the planned education Data Dictionary.
- **MEDMS Financial System** – The Department has engaged Enterprises Computing Services (ECS) and Computer Power Solutions of Illinois (CPSI) to develop a financial data system that is based on the Maine education model chart of accounts. The **\$1,028,000** project will go live in March 2007 and collect detailed financial data from all 152 superintendent offices representing 292 school administrative units. The project includes a pilot of SIF data transfer with four districts. The Department placed four SIF agent servers in the pilot sites that connect with the State zone integration server (ZIS). The lessons learned from the pilot will be used in developing the SIF compliant MEDMS redesign project and all future data collection systems. Financial data from the MEDMS Financial System will be integrated with student enrollment, program and assessment so researchers can determine the costs and financial impact of programs.
 - **National Governor's Association (NGA) Grant** - The NGA award to the State will enable Maine's secondary educators to continue their efforts to improve Maine's high schools and Career and Technical Education centers - an effort that began in 1998 with the release of *Promising Futures: A Call to Improve Learning for Maine's Secondary Students*.

Planned

- **MEDMS Redesign Project** – The existing MEDMS student and staff data collection and reporting system met the initial requirements established in 2001 including the development of unique State student and staff identifiers and collection of demographic and enrollment data. The Department of Education leadership, along with the Data Management Team, has determined that the current system is not capable of meeting future data needs and should be replaced with a more comprehensive statewide student information system that can meet the data requirements for both the State and LEAs. Commissioner Gendron has approved the development of a RFP and has set an implementation target for go-live at the beginning of school year 2008-2009. The plan is to procure a commercial off-the-shelf system that employs industry best practices. The estimated budget for the new system is **\$2,000,000**.
- **Proposed District Consolidation** – Governor Baldacci has proposed, in the 2008-2009 budget, a merger of the existing 290 school administrative units into twenty-six Regional Learning Communities. A benefit of the proposed regionalization would be greater efficiency in collecting data required for a longitudinal system. It is too early in the legislative session to know if this part of the budget will pass as written; however, many efforts to regionalize are being explored or undertaken and could support the activities proposed in this application.

Collaboration

- The Maine Department of Education is planning to collaborate with the **Arizona** and **Connecticut Departments of Education** in the development of a comprehensive education Data Dictionary and SIF horizontal reporting pilot. The collaborative effort will allow each State to compare data elements and meta-

libraries to ensure consistent definitions, not only within the States and their respective LEAs but also between States. This will serve as a basis for testing sharing of data between States. All three States share common application architectures based on Microsoft.NET and SQL Server databases. Each State is planning on developing SIF compliant data collection systems. Connecticut has started the process utilizing their earlier LDS grant award and Maine has completed a pilot with the MEDMS Financial System mentioned earlier. The key participants in conference calls to-date have been Janice McGoldrick (AZ), Mark Vocca (CT), and Bill Hurwitch (ME).

Deliverables of the collaboration will include:

- Common data elements for inter-State data sharing,
 - Sharing SIF agents for horizontal and vertical reporting,
 - Documentation of issues related to State-to-State reporting including security of student level data, and
 - Development of SIF agents to pilot a reporting model capable of meeting Education Data Exchange Network (EDEN) reporting requirements.
- Collaboration with the **Maine Higher Education Council**. The Maine Higher Education Council (MHEC) is a consortium of the public and private postsecondary institutions in the State of Maine. The 39 members include: the chief executives of the degree-granting colleges, universities, and community colleges; the Chancellor of the University of Maine System; the President of the Maine Community College System; and the Commissioner of Education. In discussions initiated by Ray Poulin, Chairman of the Data Management Team, and Heidi Farber, Executive Director of MHEC, a number of benefits were identified. Data from the Maine Education Data Management System could be cross-referenced to identify certain elements not available to higher education data systems. All of this data collection would be dependent on the vertical integration of the unique student identifier number (PreK-20). Listed below is a sampling of what might be requested as part of the collaboration.
 - *What Universities, Colleges or educational institutions are high school graduates attending? How many students go on to postsecondary institutions? How many students actually enrolled in a postsecondary institution as compared to the students who said they were going on to a postsecondary institution? How successful are higher education institutions in getting students to attend postsecondary institutions?*
 - What high schools did they graduate from? (LDS/MEDMS)
 - What towns did they live in? (LDS/MEDMS)
 - What county did they live in? (LDS/MEDMS)
 - *What remedial courses did students have to take upon admissions?* This will help identify school districts having course content issues and/or teacher quality problems in a specific area so the State can provide assistance to those schools needing assistance to ensure that all students have the opportunity to meet the entrance standards required by postsecondary institutions.

- Enrollment by high school, town and county
 - Enrollment by remedial course
 - *What courses are students taking while in college?* This data will help school districts identify which high school preparatory courses have been most helpful in ensuring that students are prepared to enter postsecondary education not needing remediation. In the aggregate, the information can help to ensure that the content of the courses is rigorous and driven by the *Maine Learning Results*. Through this data, high schools and their students will see the connection between students' career goals and the high school and postsecondary course content. Postsecondary institutions will benefit from this information when planning their future course development and offerings.
 - Enrollment by high school, town and county
 - Enrollment by course
 - *What is the academic performance of students?* This would help school districts better understand the performance of their students in the postsecondary environment and allow them to make learning adjustments that improve the educational development of the students of that district. This information can help schools to know if the *Maine Learning Results* are effectively embedded in their course content and instruction.
 - Enrollment by high school, town and county
 - Enrollment by programs
 - Enrollment by course
 - *How many teacher candidate students complete a postsecondary degree in education?* This data can allow the Department of Education to identify the institutions from which teachers have received their degrees and teaching certification. This data also allows school districts, the Department of Education and teacher preparation institutions to identify teacher candidate students who are successful in the classroom and those needing support.
 - *How many students make it through the first semester?* The federal government would like information on how students are progressing in their postsecondary education and the time it takes a student to graduate from a specific program, up to and including those that complete their programs within six years.
- How many students transfer from one higher education institution to another?* This is of value to the local PreK-12 institutions as well as the post secondary institutions. The PreK-12 schools can track what programs students are more likely to complete and which have the highest dropout rate, as well as rates of in-State and out of State transfers among higher education institutions.
- Transfer back from out of State education institutions
 - Transfer to out of State institutions
 - Transfer within State
- *The number of students who enroll in Maine higher education institutions having participated in the Aspirations Program and/or other early college*

options while in high school. This information can be used to evaluate the effectiveness of these college readiness initiatives.

- *The number of GEAR UP students who enroll in Maine higher education institutions.* This information can be used to evaluate the effectiveness of the Gear Up program.
- *The number of enrolled students with Pell, Stafford, and/or Douglas loans.* This would help to inform the value of these programs and to determine if more or less funding should be allocated.
- *The number of enrolled students with one or more of the following: field study requirements; practicum requirements; internship requirements; and/or clinical practice requirements as an essential part of their area of study.* When combined with other student data, this can provide important information on the use and effectiveness of these program components.

5. Management Plan

Governance

Oversight for the longitudinal data system is the responsibility of the Data Management Team (DMT). The DMT includes representatives from each of the key areas in the Department including: the Commissioner's Leadership Team (Jacqueline Soychak), School Finance (Suzan Beaudoin), Special Services (Dana Duncan), MEDMS (Bill Hurwitch), MIS/Federal and State Reporting (Charlotte Ellis), Education Technology (Jeff Mao), Assessments (John Kennedy) as well as OIT (Kevin Jones) and a Director of Technology from a school district (Steve Smith); it is chaired by Ray Poulin, a former Deputy Commissioner of the Department of Education and superintendent. The DMT meets bi-weekly to review any issues related to education data collection and dissemination and to ensure that State and federal (i.e., FERPA) policies are properly implemented. The DMT will closely monitor the development of the longitudinal data system.

Policy decisions or changes will be overseen by the Leadership Team which meets weekly and includes all Department Policy Directors. The Leadership Team, under the direction of the Commissioner, is responsible for developing and executing a strategic plan for PreK-12 public education in the State of Maine, budgeting for the implementation of the plan, providing information to the Maine Legislature, the State Board of Education, and the people of Maine on the current status and future needs of Maine schools. Additional support will be provided by the Department's Compliance Coordinator and by Sarah Forster, Assistant Attorney General.

Governance of the technical components of the longitudinal data system is the responsibility of the Office of Information Technology under the direction of the State Chief Information Officer. OIT maintains, supports, and evaluates the technical infrastructure, including data security, accessibility, application maintenance and network services. All Department of Education servers are hosted and maintained by OIT in a secure off-site environment that is monitored twenty-four hours a day seven days a week. The OIT technical team, under the direction of the Agency IT Director, will work closely

with the project team to develop and implement an infrastructure architecture that is efficient, cost-effective, and fully integrated with the existing Department and other systems.

Quality Assurance

The DMT and the project team will set measurable goals for each phase of the longitudinal data system development. These will address how well the system addresses the gaps identified in the review of the Data Quality Campaign survey presented in Section 1, Need for the Project. Focus groups and surveys are planned with internal and external stakeholders to collect feedback on how the system addresses their data needs. Quarterly project review meetings will be conducted by the DMT, and the project team will present a State of the System report to the DMT at the end of each of the three years.

Collaboration with LEAs

Leadership, functional users, and technical coordinators from the LEAs and related organizations have been involved in the development of Department data projects including each phase of the current MEDMS system. Key members of the DMT who are leading collaboration with the LEAs are: Steve Smith, Director of Technology for the Waterville Public Schools; Jeff Mao, Education Technology Coordinator for the Department; and John Kennedy, State Director of Student Assessment for Maine. The DMT is focused on the interface with and impact of the Department data systems on the data collection activities at the district and school levels. Collaboration with the LEAs for the TEAchME longitudinal data system will include:

- Focus groups with local functional and technical staff to help determine and review the features and requirements for each of the components in the system.
- Regular meetings with the Superintendents Advisory Committee (SAC) chaired by Ray Poulin to discuss the implications and benefits of the longitudinal data system. The SAC meets regularly with the Finance Team to help design the MEDMS Financial System and is an important source for new system acceptance by the LEAs.
- Extensive LEA involvement in pilot testing the system components, including user interface design, SIF data transmission, coordination with local student information vendors, and providing feedback on the system's reporting capabilities. A cross section of pilot sites will be selected based on district size and configuration, and all student information system vendors will be represented to ensure SIF data collection compatibility. LEA pilot site involvement with the MEDMS Financial System resulted in successful testing of the first SIF agents used in data transfer in Maine. The pilot sites were instrumental in providing feedback on functionality and usability, and helped to determine training requirements; they will provide the same helpful input on this project.
- Involvement of the LEAs will extend to direct involvement in the design of data cubes for LEA analysis of longitudinal data from the data warehouse. Emphasis will be on the data elements needed for supporting local decisions and the timeliness of the data. Users will be directly involved in the selection of query tools, including ad-hoc query capabilities.

- General communication with the LEAs will be led by the Department's Director of Communications, David Connerty-Marin, following consultation with the DMT. Frequent Informational Letters or their equivalent will be distributed by the Commissioner's Office to update superintendents on the progress of the project.
- Regular informational meetings will be held with special interest groups and associations including: the State Board of Education, the Maine Principals' Association, the Maine Municipal Association, the Maine Education Association, the Maine Education Leadership Consortium, the Maine School Management Association, the Maine School Secretaries Association, and the Association of Computer Technology Educators of Maine.

Project Management

The project management team will be led by Bill Hurwitch who has been involved in all three phases of the current MEDMS data collection and reporting system. He will be the single point of contact for all phases of the TEAchME longitudinal data project, including requirements definition, planning, design, development and implementation as well as the development of RFPs and contract negotiations. Throughout the process the Project Manager, as a member of the DMT, will provide bi-weekly updates to the rest of the team. The Project Manager also reports to the OIT Project Management Office (PMO) which oversees strategic application development projects to make sure that projects are aligned with the overall State technology strategy. The PMO also works with agencies to ensure the utilization of Project Management Institute project management best practices.

Monthly updates to both the DMT and PMO are based on a template that includes: project charter, performance against budget, risk management, issues log, action items, deliverable milestones, assumptions/constraints, decision log, communications plan, training plan, change control log, deliverable acceptance log and performance against project quality metrics.

The TEAchME project team will work closely with the MEDMS Redesign Project team under a single project management office to ensure that the MEDMS system and the data warehouse and other components are well integrated. Every effort will be made to leverage and share resources including help desk services and training teams.

Maine TEAchME Longitudinal Data System

Resumes of Key Personnel

JACQUELINE G. SOYCHAK

(b)(6) (b)(6)
Office: 207-624-6734

CAREER SUMMARY

Maine Department of Education

As Team Leader & Policy Director for NCLB and Federal Programs oversee policy and data quality management for NCLB, including the Consolidated State Application Accountability Workbook, yearly Amendments, Consolidated State Performance Review, and related surveys; Oversee policy and data quality management for Career and Technical Education, Adult Education, and Basic School Approval

2002 – Present

Poland Regional High School/Whittier Middle School, Poland, ME

Founding Principal 1998-2002

South Portland High School, South Portland, ME

Principal 1989-1998

Assistant Principal 1984-1989

English Teacher & Literacy Specialist 1977-1984

EDUCATION

University of Maine System

Seminar in Preparing for the Superintendency

Thirty six graduate credits in Administration

Master of Science in Adolescent Literacy

Bates College

Bachelor of Arts in English

DATA MANAGEMENT LEADERSHIP

Maine Department of Education

Senior Leadership Representative to Data Management Team

2006-2007

Poland Regional High School

Led a team in selecting and implementing the first public high school fully standards based student attendance and academic performance data management system

1998-2002

South Portland High School

Developed a process for ensuring the integrity of student attendance and academic performance data through ongoing quality control measures

1989-1998

***COMMISSION ON PUBLIC SECONDARY SCHOOLS
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES***

Member of the Committee to Re-write the Current Visit Protocol
Chair of Committee to Re-write the Current Self-Study Materials

Member of the Commission on Public Secondary Schools 1998-2003

SCHOOL REFORM INITIATIVES

Served as Principal of the Advance Team to create a 21st century student centered, Standards based middle and high school in Poland, Maine

1998-2002

At South Portland High School, in conjunction with the Southern Maine Partnership of the University of Southern Maine, introduced and implemented:

Critical Friends Groups

The Learner Centered Accountability Program

The School Quality Review Initiative

1984-1998

In addition, as principal and chief instructional leader of South Portland High School, implemented:

Alternating Day Block Scheduling

The Tech Prep Initiative

Maine Career Advantage (now called Maine Youth Apprenticeship)

The Jobs for Maine's Graduates Program

And the highly successful Alternative Education Program

1989-1998

William Hurwitch

(b)(6)

(b)(6)

E-mail: whurwitc@maine.rr.com

CURRENT ENGAGEMENT:

May 2003-Present - MAINE DEPARTMENT OF EDUCATION
Project Director - Maine Education Data Management System (MEDMS)

Responsible for leading and managing the implementation of the MEDMS statewide comprehensive education data management system consisting of web based school, staff, student enrollment, assessment and financial modules. The scope of the project includes custom application development and package integration utilizing Microsoft technology to collect and report data on over 200,000 students and 45,000 staff in 288 school districts. The system meets NCLBA and State Assessment and School Funding requirements, consolidates and integrates multiple departmental databases, eliminates over 140 paper and web forms and reduces local school technology infrastructure requirements. Accomplishments include:

- Successfully turned around a troubled project by implementing sound project management methodologies, provided technical leadership and industry best practices, and worked with Department of Education Leadership and the State CIO to change vendors.
- Worked with the Deputy Commissioner and the *Maine Learning Results* Steering Committee and established local user focus groups to define the requirements and write the MEDMS Phase 2 Local Assessment System Request for Proposal. Led the vendor selection committee, wrote and negotiated the contract and worked with the vendor to successfully implement the system.
- Worked with the Department Finance Team as well as the Superintendents Advisory Committee and District Business Managers User Group to define the requirements for the Phase 3 Financial Reporting System. Wrote the RFP, led the vendor selection committee and wrote and negotiated the implementation services contract and managed the project to completion.
- Introduced well received concept of browser based State hosted applications for school units.
- Worked with the Department to utilize federally funded programs to help cleanse school data and establish Department of Education architectural standards and policies.

RECENT PROJECTS:

- Conducted a consulting engagement for the commissioner of higher education of a multi-university state system to assess the recommendations for new administrative systems. The scope of the project included PeopleSoft and SCT Banner systems as well as issues related to the development of a centralized information database and hardware consolidation.
- Conducted a strategic study for a private college in Rhode Island to review the Oracle data management, reporting and security systems and audit the implementation of administrative systems applications. The study included meetings with the president and senior staff and individual department teams to develop systemwide data reporting requirements and standards, and to recommend courses of action to improve operational efficiency and the management of data resources.
- Developed the high level strategy and planning for the migration of legacy administrative systems to an Oracle database and the implementation of ERP systems at a liberal arts college in New York. The initial project included meetings with department heads and staffs as well as faculty to review current and desired business processes and establish overall organizational readiness for change.
- Served as Engagement Manager for the planning and implementation of the PeopleSoft Financial systems package at a large private university. The project was completed in one year ontime and

under budget and achieved high customer satisfaction. This was a follow-on engagement after the team implemented the human resources, payroll and benefits administrative systems.

EMPLOYMENT HISTORY:

2001-Present e-Services Consulting, Inc.
Falmouth, ME

PRESIDENT

Management consulting for education institutions migrating to new technologies and implementing enterprise and e-business applications.

Scope of services provided include:

- Technology Strategy and Planning
- Business Process Redesign
- Program Management
- Organizational Change Management
- Vendor and Product Selection
- Interim CIO/Engagement/Project Management
- Full life Cycle Application Development and Implementation
- Training and Professional Development

1997-2001 IBM Corporation
Waltham, MA

PRINCIPAL, Education Industry, IBM GLOBAL SERVICES

Responsible for Engagement/Project Management, Business Development, Client Relationship Management, Strategic Vendor Relationships, Resource Management, Contract Profitability, Customer Satisfaction, and Personal Utilization.

- Led multiple engagements in technology strategy and planning, data warehousing, custom application development, ERP systems implementation and migrations from legacy systems for educational institutions in the Northeastern U.S. Region.
- Worked closely with K-12 and Higher Education national practices and sales teams to develop and implement engagements for end-to-end solutions from business strategy through requirements, design, development and implementation.
- Participated as core team member in the establishment of the e-business Services National Practice including hiring, mentoring and leading consultants, I/T architects and I/T specialists.
- Presented to clients and partners at IBM's e-business University.

1988-1997 Vanstar Corporation
Waltham, Massachusetts

AREA DIRECTOR, VANSTAR EDUCATION SERVICES

Responsible for Area General Management, Multiple Site Operations, Strategic Partner Relationships with Fortune 1000 Clients, and Technology Partnerships with Software, CBT and Training Services Vendors for a division of a \$2.2 billion technology services company.

- Established high margin Education Consulting practice in Northeast Area.
- Developed strong relationships with branch and network services personnel resulting in sales of joint solutions with hardware and professional services.

- Established Microsoft ATEC and Prosoft Internet training centers in Area.

REGIONAL MANAGER, ZIFF TECHNOLOGIES (prior to acquisition by Vanstar in 1994 from Ziff-Davis Publishing)

- Responsible for business development and P&L for multiple locations
- Achieved over 40% annual growth in district
- Developed key strategic relationships with Digital, Microsoft, Apple and Lotus to deliver technology solutions to key clients.
- Introduced new network services and technology based instruction.

1986-1988 Wrightson/ComputerSlide
Watertown, Massachusetts

VICE PRESIDENT SALES & MARKETING

Responsible for Corporate Marketing and Sales Force Management, New Product and Applications Development in Computer Aided Publishing, Desktop Publishing, and Computer Graphics.

- Developed new product lines involving emerging technologies.
- Strengthened sales force and expanded territories.

INSTRUCTIONAL EXPERIENCE:

2002-2006 FACULTY, UNIVERSITY OF PHOENIX ONLINE
MBA in Technology Management Program. Courses taught include:

- TMGT 580 – Strategy Formulation, Implementation and Control
- TMGT 590 – Applications of Technology Management

EDUCATION:

Masters of Business Administration
Babson College, Wellesley, Massachusetts

Bachelor of Arts in English
Lafayette College, Easton, Pennsylvania

IBM Training – IBM Certified Professional Consultant, Basic Blue for Managers, Project Management (PMI), Global Services Methodology, Systems Integration/Application Development Methodology, IBM Signature Selling Method, Solution Selling

PROFESSIONAL AFFILIATIONS:

- * Decision Support Architecture Consortium (DSAC) – Maine DOE Representative
- * Maine Association of Professional Consultants
- * Project Management Institute
- * Maine Technology Institute

MILITARY:

Captain, United State Army, Adjutant General's Corps – (b)(6)

Vitae
Raymond H. Poulin, Jr.

EDUCATION

High School: Dexter High School, 1959

Colleges: Gorham State Teacher College, 1963
B.S. Elementary Education

University of Maine, Orono, 1973
M.E.D. Secondary Education

University of Maine, Orono, 1981
Certificate of Advanced Studies

AWARDS

“High School Principal of the Year”, 1987
“Service Award-MSAD #46 – 1998”
Maine State Superintendents’ Association -
“Outstanding Leadership in Education” Award, 1995
“Appreciation of Service Award-MSAD #4 – 1995”
Maine State Superintendent’s Association -
“Distinguished Service Award” – 1998
Maine Association of School Business Officials
“Outstanding Leadership and Service” – 1999
“Service to Maine Schools” – DOE – June 2001
“Dedicated Service to Education” – MSSA – June 2001

EMPLOYMENT EXPERIENCE

June 1963 to September 1965 Social Studies Teacher (7-8) in Dover-Foxcroft, Maine.

June 1965 to September 1973 Social Studies Teacher and Department Head at Foxcroft Academy in Dover-Foxcroft, Maine.

June 1973 to July 1977 Principal of SeDoMoCha Jr. High School (6-8) in Dover-Foxcroft, Maine.

July 1977 to June 1988 Principal of Dexter Regional High School (SAD #46) in Dexter,

Maine (9-12).

During my tenure at Dexter Regional High School I was instrumental in introducing advanced computer technology. According to our vendor (IBM) we were the first school in the state to create a technology lab that was completely networked.

July 1988 to July 1995

Superintendent of Schools for SAD #4, Guilford, Maine.

During this time I was interested in promoting the use of advanced technology. The high school was successful in obtaining a grant (\$600,000) that allowed us to purchase computer technology and train our teachers in the use of the new technology. We then instituted technology through out the district (K-12). I also was responsible for the passage of three school construction referendums that allowed us to build one new middle school and make additions to two more. All three referendums received 66%+ voter approval in an ultra conservative school district.

July 1995 to Dec. 1998

Maine Deputy Commissioner of Education.

During my tenure with the Department of Education one of my major role was to oversee the development of K-12 statewide technology efforts. This included overseeing the development of the Maine School and Library Network that connects over 1100 schools and libraries and the Maine Video Distance Education Project that now connects 91 (86 high schools) sites to a 45Mbs circuit. I was also involved in the oversight of new school construction projects including review of architectural drawing, rationale for design and cost of project. I also worked with the State Board of Education to introduce legislation that that provided school renovation construction funds.

July 1, 1996 to Sept.1, 1996

Acting Maine Commissioner of Education

Jan. 1999 to July 2001

Superintendent of Schools – MSAD #46, Dexter, Me.

We developed a state of the art computer network for all students in all schools. Then we felt that it was necessary that we become part of the Maine Video Distance Education Project provided by the Department of Education. MSAD # 46 became one of the testing sites for the project. Both the high school and the vocational center we connected. While superintendent I was responsible for

the renovation of all the elementary schools in the district. I was also asked to find a way to get the district school budget passed. Over the previous few years the school district had a difficult time getting a the budget approved by the public. During my three years as superintendent all the school budgets passed by significant majorities.

Oct. 2001 to present

University of Maine System Network (UNET) – Assistant to the Director-Education Outreach. This position requires my constant involvement in distance education and how distance education can be used to improve educational opportunity for K-12 students and faculty. I have also been successful at securing grants for UNET – “The Great Maine Schools Project” and the Maine Department of Education “Advanced Placement Project” with the purpose of providing interactive video classes for disadvantaged high school students in Maine. I also work as a liaison between the University of Maine System and the Department of Education in many policy areas.

Jan. 2003 to present

Consultant to the Maine Department of Education to provide policy development and design for the Maine Education Data Management System (MEDMS), which is designed to inform the federal “No Child Left Behind Act” and the Maine public school funding act “Essential Programs and Services”. I chair the Department of Education Data Management Team which reviews all data management issues. I also do special projects directly for the Commissioner of Education that deal with strategic planning for policy development. One of the projects include doing preliminary planning around the concept of a “School of the Future” a school design that changes learning through the use of technology. The Department of Education, the State Board of Education and I are working with outside partners, such as Microsoft, to determine the best business plan for building a school of the future. We also must determine which school district should receive the first funding effort for a school of the future. I am also involved in the development of a framework that brings all Maine post secondary public institution together to create a single telecommunications and technology infrastructure.

Boards and Councils

Verizon National Consumer Advisory Board – (1998 – 2006)

Maine Inland Fisheries and Wildlife Council – Appointed by Governor- April 2001- present

PK-20 Telecommunications and Technology Infrastructure Board – Chairman – Appointed by Governor – 2005 - present

Telecommunications Infrastructure Steering Committee – Appointed by Governor – 2005

University of Maine System – Strategic Planning subcommittee on Distance Education - 2005

PUBLISHED MATERIAL

“Noe Is The Time For All Goof, Educators' Report Fall 1986, pg. 4 and 5.

“Restructuring Today and Tomorrow”, University of Maine, January 1992. ERIC - Clearing House on Education Management, (1993).

Completed original edition of Paper on Site-Based Management - published by University of Maine (January 1992), Site-Based Management Booklet 2nd Edition published by SAD #4 (Sept. 1992) (Entered into ERIC), Site-Based Management Booklet 3rd Edition published by SAD #4 (Dec. 1992).4th Edition (Dec. 1993), 5th Edition (Jan. 1995).

J. H. Kennedy

(b)(6)

john.kennedy@maine.gov

(b)(6)

Certifications

Vermont State Board of Education

Level II: Professional Educators License. Endorsements in English and foreign languages.

Professional Experience

April, 2003 to Present

Maine Department of Education

23 State House Station, Augusta, Maine 04333

State Director of Student Assessment (2006-present) Coordinate Maine Comprehensive Educational Assessment (MeCAS); **NAEP State Coordinator for Maine (2003-2006).** Administrator of all National Assessment of Educational Progress activities in Maine. State representative to the National Forum on Education Statistics.

Maine Department of Education

23 State House Station, Augusta, Maine 04333

NAEP State Coordinator for Maine. Administrator of all National Assessment of Educational Progress activities in Maine. State representative to the National Forum on Education Statistics.

June, 1999 to March, 2003

WordWright of Princeton

Box 91, Dorset, Vermont 05251

Consultant. Clients included American Institutes for Research (AIR), U.S. Department of Education Office of Bilingual Education and Minority Language Affairs (OBEMLA), Educational Testing Service (ETS), Newsbank, Tool Factory Inc., and Manchester (Vermont) Elementary and Middle Schools (MEMS).

January, 1993 to October, 1998

Educational Testing Service

Princeton, New Jersey

Associate Examiner. Responsible as writing specialist for DANTES (DOD college equivalency), GMAT, GRE, NAEP, NCARB/ARE (Architects Registration Examination), and PRAXIS test development and scoring. Computer representative to test development group, point-of-contact to division for implementation of Activity Based Costing system, and on-site liaison for NAEP program with Pearson/NCS, subcontractor in Iowa for scoring of national assessments.

August, 1989 to December, 1992

College of Mount Saint Vincent

Riverdale, New York

Director of Writing (1991-93). Chair, Writing Across the Curriculum

Committee; Speaker, Faculty Forum; Academic Policies Learning Resources, and Faculty Development (member).

August, 1984 to
July, 1989

Wagner College

Staten Island, New York

Coordinator of Writing Programs (1986-89). Chair, Writing Across the Curriculum Committee; Faculty advisor, Student Association of Honor Societies, literary magazine, newspaper, Print Media concentration; Admissions Review Committee, College Disciplinary Board, Communications Board, Curriculum Committee, Freshman Advisement Team (member); Faculty Chair, United Way Campaign.

August, 1979 to
August, 1983

Randolph Union High School

Randolph, Vermont

Teacher and Department Head (1980-83). Taught English and Latin. Coordinated state basic competency testing program for Orange Southwest Supervisory District and served as liaison with area vocational center for skills assessment of applicants. Advised student newspaper and coached soccer teams. Tutored students (including adults) in English as a second language. Served as accreditation consultant in English and foreign languages to New England Association of Secondary Schools.

August, 1978 to
August, 1979

Blue Mountain Union High School

Wells River, Vermont

Teacher. Taught English and French. Advised student newspaper and coached soccer team.

Concurrent part-time teaching positions

Fisher Elementary School

Arlington, Vermont

Consulting Teacher & Librarian (2001-02)

Manchester Elementary and Middle Schools

Manchester Center, Vermont

Consulting Teacher for English Language Learners (1999-2003)

Hudson County Community College

Life Plus One Program, New York City Human Resources Administration

Instructor (1986-88). Literature, speech, and writing.

Fashion Institute of Technology

New York, New York

Instructor (1987). Literature.

Fordham University

College of Business Administration, Bronx, New York

Instructor (1984-85). Business communications.

Nassau County BOCES

Carle Place, Long Island, New York

Tutor (1984). English as a second language (elementary and secondary).

SCS Business Institute

New York, New York; Brooklyn, New York

Instructor (1984). English as a second language.

Learning Skills, Incorporated

Putney, Vermont

Consultant (1983). Speed reading and study skills. Assignments to Malone College (Canton, Ohio), St. Mary's College (Raleigh, North Carolina), Wheaton College (Norton, Massachusetts).

Addison County Adult Education Center

Middlebury, Vermont

Instructor. Creative Writing (1976-77).

Education

June, 2005

National Center for Education Statistics

Washington, D.C.

PIRLS Database Training.

November, 2004

National Center for Education Statistics

Washington, D.C.

NCES Fellow

July, 2004

National Center for Education Statistics

Washington, D.C.

NAEP Database Training.

2003 to 2004

University of Maryland University College

College Park, Maryland

Graduate Certificate Program in Large Scale Assessment.

1986 to 1998

New York University

New York, New York

Ph.D. (ABD). English Education: Curriculum Development.

1979 to 1984

Bread Loaf School of English

Middlebury College, Ripton, Vermont; Lincoln College, Oxford University, England

M.Litt. (fellowship). American, French, and English Literature.

Certificate of Advanced Study (fellowship). Teaching & Researching Writing.

1978 to 1982

St. Michael's College

Winooski, Vermont

M.A.(TESL). Teaching English as a Second Language.

1975 to 1977

Middlebury College

Middlebury, Vermont

B.A. French Language and Literature. Secondary emphasis on English Education. Dual certification in Vermont to teach English and foreign languages at secondary level.

Other Study

National Radio Institute

Washington, District of Columbia

Correspondence study in computer assembly and programming (1990-92).

Wagner College

Staten Island, New York

"Small Business Administration" (MBA program tutorial, 1987).

University of Vermont
Burlington, Vermont
Vermont Writing Program (fellowship, 1978-80).

Organizations

- 2004 – present **Association for Supervision and Curriculum Development**
Alexandria, Virginia
- 1995 – present **American Educational Research Association**
Washington, D.C.
- 1978 - present **National Council of Teachers of English (NCTE)**
Urbana, Illinois
Judge, Promising Young Researcher Award (1995 to 1998).
Member, Standing Committee on Research (1994 to 1998).
Program participant (panelist, chair) at national conventions (1982 to 1998).
Member, College Conference on College Composition and Communication (1978 to Present).

Selected Publications and Presentations

- 1995 ***Windows into the Classroom.* Washington, D.C.: United States Department of Education.**
Co-author (with Claudia A. Gentile and James Matrin-Rehrman) of report on National Assessment of Educational Progress 1992 writing portfolio study.

Charlotte M. Ellis

(b)(6)

Education

1992 – **Thomas College – Waterville, Maine**

Bachelor of Science- Management Information Systems

Master of Business Administration

Work Experience

January 1999-Present

Systems Analyst – Maine Department of Education

Analysis, design, and development of web based applications utilizing MSSQL and Oracle technologies. Database analysis and administration for MSSQL-Server 2000 and Oracle 9. MSACCESS applications with ODBC connections to Oracle and MSSQL-Server 2000 databases. Customer service outreach and training. Responsible for reporting data to USDOE, MDOE personnel, and the public. Develop and maintain contracts for contracted data control/helpdesk personnel. Work with contracted vendors to design, create, and maintain new and existing applications. EDEN/EdFacts Coordinator. Active in national Education Information Management Advisory Committee.

May 2002 – Present

Therapeutic Foster Parent

December 1998-December 1999

Programmer Analyst – Maine State Retirement System

Create client server applications utilizing Oracle and MSACCESS technologies.

1994-1998

Programmer Analyst – Maine Department of Transportation

Design and create client server applications utilizing Progress and SCO Unix technologies. Design and create applications utilizing COBOL, EZTrieve Plus, and CICS COBOL on IBM mainframe.

1992-1994

Computer Programmer – Maine Department of Transportation

Design and create applications utilizing COBOL, EZTrieve Plus, and CICS COBOL on IBM mainframe. Maintain RPG3 programs on IBM AS400.

1991-1992

Computer Programmer Intern – Maine Department of Transportation

Design and create applications utilizing COBOL, EZTrieve Plus, and CICS COBOL on IBM mainframe.

1989-1993

Computer Operator/Data Entry Specialist – Inland Hospital

Responsible for nightly, weekly, and monthly procedures and backups. Process weekend data entry for patient billing. On call supervisor for other operators/data entry specialists.

Jeffrey Mao

(b)(6)

Education

Bowdoin College, Brunswick, Maine

B.A. degree History with a minor in Russian Language and Literature, Class of 1992

Skills

Expert in 1:1 education technology programs, project management, communication skills, budgeting, planning, faculty training, TCP/IP networking, Mac OS X Server administration, AppleTalk and Airport Networking, PowerSchool management, desktop and laptop management and support (Mac OS 6-X, Windows 95-XP), UNIX shell scripting, MySQL database administration, HTML/PHP web site design, Sonicwall administration, FileMaker Pro development, Windows Server 2000 server administration, Cisco router management

Professional Experience

State of Maine, Augusta, Maine 2004-present

Coordinator of Educational Technology

Manages and oversees statewide technology related initiatives including the Maine Learning Technology Initiative, Maine Distance Learning Project, and Title IID Enhancing Education Through Technology Grant. Works closely with other Department of Education members and local district Technology Directors and administrators on the implementation of these and other technology-related programs including MEA Online Assessment and the Maine Education Data Management System. Provide consulting to schools to improve instructional uses of technology.

Maine School Administrative District #60, North Berwick, Maine 2002-2004

Director of Technology

Responsible for all aspects of computing technology for district, including ten campus networks, over 1400 Macintosh and Windows client computers — including 600 MLTI laptops, PowerSchool, 28 servers, budgeting and planning, purchasing, training, and technical support. Supervise 13 teaching and technical staff members.

Led successful MacSchool to PowerSchool conversion. Introduced NetBoot servers to manage all modern workstations district-wide. Designed online asset tracking system, Knowledge Base, and Help Desk ticketing system. Teach technology workshops for faculty and staff. Designed and implemented a FileMaker Pro database solution for IEP reporting. Oversee e-Rate paperwork for the district.

Allendale Columbia School, Rochester, New York, 1995-2002

Director of Technology (1999-2002)

Managed the school's technology assets. Grew campus network and Internet connectivity from one dial-up connection in 1998 to over 300 Macintosh and Windows computers on a high-speed broadband connection over a fiber optic backbone. Installed and maintained

Campus Information Services including a public web server, email server, files servers, and NetBoot servers. Designed and implemented a FileMaker Pro database solution for faculty grade reporting.

Served as a lead member of the Technology Committee and a member of the Long Range Planning Committee. Primary author of the school's Technology Plan. Developed a Total Cost of Ownership report for technology to supplement the Strategic Financial Plan.

Teacher of Computer Science and Mathematics

Taught sixth, seventh and eighth grade computer science (1995-2000). Developed and expanded Middle School Computer Science curriculum to include programming (Karel the Robot), multimedia creation (Photoshop, HyperStudio, digital photography), and web publishing.

Taught seventh and eighth grade mathematics (1995-2000). Enhanced existing curriculum by introducing integrated technology units, written math assignments, and probability projects.

Head Varsity Coach Boys and Girls Track & Field

Managed Varsity and Middle School coaching staff of 6 coaches. Won NY Section V Girls Track & Field Championship Title, 1996 and 1998. Coached 20 athletes to the NY State Track & Field Championships — 11 earned All-State honors.

Assistant New York State Section V Track & Field Coordinator. Served as Section V Track & Field Championship Meet Director, 1999 and 2000. Section V Track & Field Webmaster.

Brewster Academy, Wolfeboro, New Hampshire, 1992-1994

Math Center Coordinator, Dorm Parent, Varsity Boys and Girls Tennis and Cross Country Coach

Developed and implemented the Math Center, and individualized math curriculum ranging from fractions to advanced algebra. Assisted in the early stages of the development of the Brewster School Model. Organized and managed school-wide standardized testing. Taught one-to-one individualized academic, organizational and study skills courses for students with different learning styles.

Volunteer Work

Bowdoin College Alumni Fund Director — 2000 to 2002

Three-year appointment to the Fund Director's Committee, which oversees and manages the Bowdoin College Annual Alumni Fund. Member of the Technology Sub-committee, which advises the Committee on the impact of technology on annual giving practices.

Bowdoin College Associate Class Agent, Class of 1992 Webmaster — 1996 to present

Created and maintain the first Bowdoin College Alumni web site, www.GoUBears.org, the Bowdoin College alumni portal.

Dana Duncan

Professional experience

2003 - present State of Maine, Dept. of Education Augusta, Maine

Statistician and Data Manager

- Analyze, assess, report and advise implementation of \$5 million in federal grant activity supporting the education of special needs children and early childhood developmental services. Manage contractor performance to objectives.
- Develop statistical models and in-depth analyses of Maine Educational Assessment, student demographic, teacher population, and educational environment systemic data.
- Write and manage request for purchase (RFP) of professional development and technical assistance support for students, parents, teachers and administrators in all regions of the State of Maine.
- Produce and present performance and target improvement data to district special education directors, superintendents, and professional development providers to guide school improvement and teacher development programs and policy.
- Assess and interpret data needs in collaboration with Special Services and Information Technology personnel to assure that Federal reporting requirements are met with minimal impact to school districts and early childhood providers.
- Develop and submit grant applications for Federal funding of major improvement programs, annual reports of progress and performance that provide accountability measurements to sustain funding, and State Performance Plans to guide future efforts.
- Provide direct technical assistance, web site authoring, graphical presentation designs, training, application troubleshooting, technology usage and implementation throughout the Department of Education.

1995 – 2003 Sanmina-SCI Augusta, Maine

Engineering and IT Manager

- Directed technical resources in engineering and information technology to ensure development, improvement and operation of a \$250 million annual manufacturing business with 400 computer users.
- Managed major technological programs to enhance capacity, improve process control and quality, streamline production and IT operations, introduce new technology, and define standard operating procedures throughout the facility. Planned and implemented the installation of a \$15 million upgrade on an unprecedented 3-month schedule. Led the plant SPC projects and the corporation's DPMO measurement implementation.
- Technology troubleshooter assigned to resolve high visibility, high stakes problems in facilities world-wide in order to establish appropriate corrective actions and install preventive mechanisms that assured long-term success for their customers.
- Defined systems for Design for Excellence (DFx), Statistical Process Control (SPC), Design of Experiments (DOE), Failure Mode and Effects Analysis (FMEA), Defects per Million Opportunities (DPMO) measurement and innovative approaches to produce a structure for competent engineering and exceptional IT services. Taught, coached, and instituted statistically sound, scientifically based, and mathematically verifiable measurement schemes for assuring progress in technical endeavors.
- Planned and implemented a completely new plant network infrastructure that improved performance 50:1 with no service interruption.
- Produced developmental strategy and implemented equipment, human resource and methodology changes to gain continuous improvements in cost exceeding 15% per

year, while improving product quality performance by 10% per year.

- Managed hiring, performance, discipline, development, and allocation of up to 43 engineers, analysts and technicians in a 4-shift support environment.

1979 – 1995 Digital Equipment Corporation Augusta, Maine

Principal Engineer/Technologist/Supervisor

- Developed plans and documentation for the introduction of new technologies and products. Implemented processes, procured required elements, installed equipment, coordinated initial production activities, acquired resources, and trained workers and support personnel.
- Defined and implemented documentation control procedures for process systems.
- Provided expert knowledge and detailed manufacturing expertise to the development of corporate Design for Assembly (DFA) guidelines used to standardize product designs and process technology within all manufacturing plants in the company.
- Produced unique human resource development practices and facilitated learning processes for 100 engineering personnel.
- Introduced dozens of technology innovations, hundreds of new products and documented standing practices for all technical elements of the business ranging from administrative policy to detailed process controls.

1973 - 1979 Digital Equipment Corporation Westfield, Mass.

Senior Technical Specialist

- Technical support of test operations and new product introduction.

2006 University of Maine at Augusta, Computer Information Systems

1988 University of New Hampshire Executive Development Program

1971 – 1973 Eastern Maine Technical College, Bangor, Maine ASET

- 3.83 GPA overall, 4.0 in major.

Education

Computer Competency

- Expert level of competence in Microsoft Excel, Microsoft Word, Microsoft PowerPoint, CorelDraw, and VAX/VMS operating system and applications.
- Intermediate knowledge and experience with Microsoft Access, Novell GroupWise, Microsoft Project, Microsoft Outlook, Microsoft Outlook Express, Windows 95, Windows 98, Windows ME, Windows NT (workstation and server), Windows 2000, Windows XP, Inspiration 7.5, VMS, MSDOS, TCPIP, Adobe Acrobat 7.0, Norton's SystemWorks, and McAfee virus scanning suite.
- Proficient in the use of Visual Basic, Macromedia Dreamweaver 8.0, Macromedia Contribute, Microsoft Visio, Microsoft Internet Explorer, Microsoft Publisher, Adobe PageMaker 6.5 and 7.0, Netscape Navigator, Netscape Communicator, PCGerber, Autodesk AutoCAD, FujicAM, UniDOC, Intuit QuickBooks, Intuit Quicken, Intuit TurboTax, Peachtree One-Write, Adobe PhotoShop, QuatroPro, WordPerfect, and AmiPro.
- Long-time technocrat with an obsession for computer technology. Home computers since 1985, one of the first subscribers to our local ISP, manage a home wireless network; constantly monitor the evolution of computing and telecommunications technology.

Steven W. Smith

(b)(6)

Professional Experience

Waterville Public Schools *Waterville, ME*

February, 1997 to Present

Director of Technology / CIO. Oversees the daily operation of the Technology Department. Responsibilities include the maintenance and continued growth of a large WAN with multiple network operating systems (Novell, Windows, & Linux Servers) and protocols, development of technology systems to support academic and administrative computing, support of data collection needs of local assessment system to certify student achievement, oversight of the school district's integration of technology into the curriculum and Maine Learning Results, planning of staff development to assist in the implementation of new technologies throughout the district, development and implementation of the school district's strategic technology plan, development and management of the technology budget, and supervision of all technology department staff, responsible for the support of desktops and 2500+ users on a city wide WAN. Duties also include acting as technical liaison between the school department and other city departments, neighboring school districts, community organizations, local businesses, state and federal agencies and private contractors.

State of Maine, Bureau of Medical Services *Augusta, ME*

April, 1996 to February 1997

Information System Support Specialist II. Acts as system administrator of large and complex LAN/WAN, which includes multi-user operating systems, HP UNIX, Novell Netware and Windows NT, in order to control systems and attain maximum utilization and efficiency. Acts as project manager on multiple application projects. Develops and implements agency information system policy. Coordinates agency training. Researches, recommends, installs and configures hardware software and networks for complex systems. Performs advanced trouble-shooting and vendor technical liaison functions. Designs, and oversees system security procedures such as backups, access control, system accounting, and disaster recovery in order to maintain system integrity and availability. Acts as liaison between the Bureau of Medical Services and other state agencies to coordinate the delivery and processing of digital information. Supervises a support unit of information systems support technicians.

State of Maine, Bureau of Medical Services *Augusta, ME*

January, 1993 to April, 1996

Information System Support Specialist I. Acts as system administrator of large and complex LAN, which includes multi-user operating systems, HP UNIX, Novell Netware, in order to control systems and attain maximum utilization and efficiency. Develops and implements agency information system policy. Conducts agency training. Researches, recommends, installs and configures hardware software and networks for complex systems. Performs advanced trouble-shooting and vendor technical liaison functions.

Designs, implements and monitors system security procedures such as backups, access control, system accounting, and disaster recovery in order to maintain system integrity and availability. Acts as liaison between the Bureau of Medical Services and other state agencies to coordinate the delivery and processing of digital information.

State of Maine, Bureau of Medical Services May, 1992 to January, 1993

Augusta, ME

Reimbursement Specialist. Investigated the availability of liable third parties to reimburse Medicaid funds. Worked as liaison between BMS and other state agencies to share information through increased accessibility of mainframe information. Designed new mainframe screens for PHIPPS program and instructed individuals in their use. Also instructed individuals on the use of NECSES screens and the Workers Compensation Commission's information system.

State of Maine, Bureau of Income Maintenance October, 1986 to May, 1992

Augusta, ME

Support Enforcement Agent. Established paternity and child support orders; enforced such orders to collect child, spousal and medical support in IV-D (AFDC and non AFDC) cases; located absent parents and their employment or assets; applied a working knowledge of Federal and State Rules, Regulations and Laws to individual cases to most effectively enforce child support obligations. Two years were spent as a paternity specialist, two years as an enforcement/ collection agent and one year as a hearing specialist. Conducted NECSES (New England Child Support Enforcement System) computer training for regional office staff.

Education

Thomas College

Waterville ME

Masters of Computer Science Technology Education

Unity College

Unity ME

Bachelor of Science in Environmental Science

Other Professional Experience & Volunteer Work

National Center for Educational Statistics, US

November 2005

Department of Education

Washington DC

Cooperative System Fellows Program

Maine Department of Education

January 2002 to December 2002

Augusta ME

Distinguished Educator MEDMS project team

National Center for Educational Statistics, US

Spring 2004 to July 2006

Department of Education

Washington DC

State of Maine LEA representative to The Forum

National Center for Educational Statistics, US Department of Education <i>Washington DC</i> Member of Meta Data Task Force	Fall 2006 to Present
National Center for Educational Statistics, US Department of Education <i>Washington DC</i> Member of Virtual Education Task Force	Spring 2004 to Present
Thomas College, CT Program <i>Waterville ME</i> Professor in the "Masters of Computer Science Technology Education" program	Fall 1997 to Spring 2000
A.C.T.E.M. (Ass. of Computer Tech Educators of ME) <i>Augusta ME</i> Member	August 1997 to Present
Waterville Public Schools, Technology Committee <i>Waterville ME</i> Chair	1995 to Present
Kennebec Alliance Technology <i>Waterville ME</i> Chair	1998 to Present
Waterville Public Schools <i>Waterville ME</i> <i>Instructor & Designer of "Faculty Technology Training Program"</i>	1996 to Present
Waterville Rotary Club <i>Waterville ME</i> Member	1999 to Present
State of Maine, DHS, Automation Task Force <i>Augusta, ME</i> Committee member	1995 to January 1997
State of Maine Technology Coordinators Committee <i>Augusta, ME</i> Committee member	1993 to January 1997
State of Maine cc:Mail Administrators Committee <i>Augusta, ME</i> Founding committee member	1994 to January 1997

RESUME

Suzan C. Beaudoin

(b)(6)

Office Telephone: (207) 624-6795
E-mail: suzan.beaudoin@maine.gov

(b)(6)

Significant Job Experience and Skills

ADMINISTRATIVE - In my current position as a School Finance Supervisor for the Department of Education, I oversee the State's major educational funding program "General Purpose Aid for Local Schools". This includes providing policy and operations leadership for statewide education funding for the Department of Education and the State Board of Education. This position facilitates a self-directed team of professional and administrative staff that are responsible for (1) implementation, administration, and control of school financing and accounting/reporting of over \$2 billion State and local education funds; (2) oversee the compliance of audit requirements for local school units; (3) provide technical assistance to school personnel, legislature, general public, etc.; (4) implementation, administration, and control of financial and enrollment data collection and dissemination, and the departmental control of school funding. Responsibilities include developing program standards, guidelines, and preparing recommendations concerning new and revised statutes, rules and regulations for the Commissioner, the State Board of Education, Department of Education staff and the Legislature.

ACCOUNTING/BUDGETING - I am familiar with all aspects of State and local accounting and financial procedures. I oversee the preparation of State Biennial Budgets, Work Programs, Financial Orders, Budget Orders and Part II Budgets. Also, I am knowledgeable in the area of local government level budgeting and accounting.

TECHNICAL ASSISTANCE - Currently, I compile and analyze information related to state aid formulas for distribution of monies to local school systems. I use this analysis to provide advice and recommendations to the Commissioner, Department of Education staff, Superintendents of Schools, Business Managers, Bookkeepers and Legislators. Also, I have provided advice and recommendations to the Governor's Commission on School Facilities and to the State Board of Education's Regionalization Committee and Governance Sub-Committee. I advise and consult with local

government officials, Superintendents of Schools, Business Managers, Bookkeepers and Legislators on the subject of financial reporting for local school systems and on Maine's School Funding formula. In the area of budgeting and work programs, I have, in past positions, provided assistance to Department of Education staff in the preparation of their budgets and work programs.

SPECIALIZED KNOWLEDGE & ABILITIES - I have significant knowledge of laws, rules and regulations pertaining to the Essential Programs and Services Funding Act, tuition issues, school board apportionment, school organizational structures and local school accounting & budgeting.

SUPERVISION - Currently, I supervise the General Purpose Aid Support Services, and Audit Staff in the Department of Education. In the Division of Finance, I was responsible for the delegation of duties in the Budget and Work Program Section. In the Division of Special Education, I supervised the accounting operations for this division.

COMMUNICATION - I am adept in communication with others and possess the ability to listen and understand concerns pertaining to Departmental goals. Also, I have the ability to write in a clear and well-organized manner in easily understood terms. My experience includes providing information on school funding issues both verbally and written to legislative committees and school funding task forces. I have assisted in the development of presentations on school funding issues and in the development of fiscal impact statements on proposed legislation.

COMPUTERS - I have considerable experience in the use of spreadsheet software Microsoft Excel, Microsoft Word, Microsoft PowerPoint, and Microsoft Access. I have considerable experience with the Department of Education's Unix system. My past experience included the development of automated financial and budget reports for use by almost 300 school administrative units.

Work Experience

DEPARTMENT OF EDUCATION - Management Information Systems Team, Augusta, Maine, EDUCATION TEAM COORDINATOR- School Finance, January 2007 to present.

DEPARTMENT OF EDUCATION - Management Information Systems Team, Augusta, Maine, EDUCATION SPECIALIST III- School Finance, July 1999 to January 2007.

DEPARTMENT OF EDUCATION - Management Information Systems Team, Augusta, Maine, EDUCATION SPECIALIST II- School Finance, July 1986 to July 1999.

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES - Division of Finance, Augusta, Maine, ACCOUNTANT III - Supervisor of Budget and Work Program Section, August 1985 to July 1986.

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES - Division of Finance, Augusta, Maine, ACCOUNTANT III - Supervisor of Audit, May 1985 to August 1985.

DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES - Division of Special Education, Augusta, Maine, ACCOUNTANT II, April 1984 to May 1985.

DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION - Division of Finance, Augusta, Maine, ACCOUNTANT II (Acting Capacity), January 1984 to April 1984.

DEPARTMENT OF MARINE RESOURCES - Bureau of Administration, Augusta, Maine, ACCOUNTANT I, August 1980 to January 1984 and ACCOUNT CLERK I, May 1979 to August 1980.

EMPLOYMENT SECURITY COMMISSION - Augusta, Maine, CLERK II, May 1979.

DEPARTMENT OF HUMAN SERVICES - Augusta, Maine, CLERK I, April 1979.

STATE PLANNING OFFICE - Augusta, Maine, STATE INTERN, June 1978 to August 1978.

UNIVERSITY OF MAINE AT ORONO - Bureau of Public Administration, Orono, Maine, ADMINISTRATIVE ASSISTANT, September 1977 to June 1978.

CITY OF AUGUSTA - Treasurer's Office, Augusta, Maine, MUNICIPAL INTERN, May 1977 to September 1977.



UNIVERSITY OF MAINE AT ORONO, graduated in May 1978 with a B.A. degree in Public Management. Special emphasis in Government with course works in accounting, computer programming, and personnel administration.

Kevin Jones
Agency Information Technology Director

Multi-departmental responsibilities include:

- Department of Education
- Department of Administrative and Financial Services
- State Planning Office
- Governor's Office
- Cultural Agencies (State Library, State Museum, Historic Preservation, Arts Commission)

Education:

Youngstown State University, Ohio
Lorain College, Ohio
Degrees in Accounting and Computer Science

Work Experience:

- Two decades of experience in increasing the effectiveness of the State's information workers by understanding the complex intricacies needed to integrate information technology into public service.
- Recognized as a technology leader with an extensive background in database programming, advanced systems and business analysis, project development, long range enterprise planning and state-wide policy development.
- While working as an Information Technology Management Analyst for the CIO's Office I've had the opportunity to develop and hone my enterprise management and statewide policy skills to augment my notable technical proficiencies.
- Diverse background in applications development, networking expertise, client/server technologies, management and policy setting.

Career Milestones:

- In my very first project, more than 22 years ago, I was a member of an advance development project responsible for the design and implementation of the State's first relational database applications. One large scale relational database system that I designed and coded is still in use, largely unmodified, today.
- As a Programmer Analyst I was one of the two research and development members to introduce to the State new fourth generation language products.
- Sole Programmer/Analyst for the Budget Office for six years.
- Integration specialist that established TCPIP protocols in Maine state government and initiated the first TCPIP telnet application on the IBM mainframe. I was an essential part of the early designed team that architected an Ethernet network that replaced the State's SNA network. Not only did this vast project save agencies a great deal of money it was the basis of the State's current state-wide WAN.
- Designed, purchased and deployed the very first Ethernet Local Area Network, deployed at the Department of Human Services, in Maine state government. This was the earliest use of a multiprocessing servers with full file and print capabilities and was operational a

full two years before any other installed LAN

- Designed, purchased and deployed the first Web site for the State. I was the original State Webmaster and at the time of our site activation there were only six other state governments operating web sites. Maine was the first state web site in New England.
- Working by directive of the Governor's office I constructed the State's first e-mail system that enabled the governor to communicate with his cabinet members. This e-mail system quickly evolved in a vast and complex e-mail system that delivered messages between agencies sharing global information.
- After assuming responsibilities as the manager of Desktop Support I started a complete restructuring of that unit and put into operation a customer focused team of professionals supporting new Service Level Agreements (SLAs) with numerous agencies as customers. Our desktop SLAs were the first use of a comprehensive written document detailing exactly which services and at what rate would be provided by OIT. This basic setting of customer and OIT expectations is now in common use by most service provider's thru-out the state.
- I was influential in accomplishing a dramatic model shift that effectively restructured IT governance for Maine. Working with a small elite team we rejected the typical approach to renewing Maine's strategic IT plan and took bold steps to development an IT Management Plan that culminated in the new OIT structure seen today.
- As manager of Strategic Management Division within OIT I have provided leadership efforts that have reorganized the Enterprise Architecture team, the Project Office and the Portfolio Management unit. I'm particularly proud of my efforts in leading the Portfolio Management unit in developing, entirely from the ground up, a new methodology with the necessary templates and processes that have become the primary mechanism the new Agency Information Technology Directors use to report to the CIO.
- Currently a member of executive oversight committees for three of the State's largest projects and a member of DOE's Data Management Team.
- Directly supervises all DOE Information Technology staff and directs their IT infrastructure projects.



B Victor Chakravarty

(b)(6)

Victor.Chakravarty@Maine.Gov
State House Station #38, Augusta, ME 04333

Professional Summary

Track record of implementing enterprise-wide IT standards, policies & procedures; of managing large IT projects/organizations; and of delivering high, long-term returns on IT investments.

Education

- Master of Science, Computer Engineering, University of Hawaii, 1995.
- Bachelor of Technology, Electrical Engineering, Indian Institute of Technology, 1989.

Experience

- From March 2006 to Present: Enterprise Systems Architect at the Maine Office of Information Technology.
 - Provide statewide technical leadership in IT applications architecture.
 - Assist with IT strategic planning and contract reviews.
 - Consult in large applications projects, on demand.
 - Led the creation of the Applications Deployment Certification policy.
 - Led the creation of the Remote Hosting policy.
 - Leading the statewide Data Dictionary effort.
 - Leading the statewide Data Warehousing effort.
 - Leading the statewide Systems Development Lifecycle standardization effort.
 - Leading the statewide Web Publishing standardization effort.
 - Participating in the creation of the long-term, statewide Enterprise Architecture.
- From April 2004 to February 2006: Applications Team Lead at the Maine Department of Environmental Protection.
 - Lead the agency IT Applications Team.
 - Directed agency-wide IT applications design, development, delivery, and support.
 - Under my leadership, the agency IT Applications Team members received two nominations for the Maine Recognition in Information Technology (MERIT) Team Award in 2005.
 - Founding member, and the first chair, of the state-wide E-Gov Infrastructure Committee.
 - Actively participated in several state-wide IT committees, including the Information Systems Managers Group, the IT Project Management Discussion Group, the Children's Cabinet Data Linking Committee, Domain Name Workgroup, etc.

- Substantially contributed to several state-wide new technology R&D efforts, such as, the Maine Enterprise Network Node, Service Oriented Architecture, the Enterprise E-Gov Applications Standards, etc.
- From September 2002 to March 2004: Senior Programmer Analyst at the Maine Department of Health & Human Services.
 - Facilitated the implementation of a new application, ACES: Automated Client Eligibility System, that processes the entire spectrum of state welfare benefits, end-to-end.
 - Took control of production support and system maintenance from the vendor, and later, transferred the expertise to other internal staff.
 - Performed emergency response and triage until other internal staff were ready to assume such responsibilities.
 - Performed application enhancements that were outside the scope of initial specifications, and therefore, not delivered by the vendor.
 - Developed standards, policies & procedures for long-term system support; and transferred requisite technical and operational expertise to other internal staff.
 - Lead the application development for the Foodstamps Accuracy initiative. Delivered it on a very tight schedule, thereby successfully avoiding a steep federal penalty.
- From January 1999 to December 2001: Manager of Human Resource Applications at DST Systems, Sacramento, California, a subscriber management and billing services vendor.
 - Lead the technology infrastructure for Human Resources, Benefits, Payroll, Staffing, Training, Compensation, Cafeteria, Facilities, and Security, serving 2500 associates.
 - Managed several large projects: Y2K testing of seven ERP applications, upgrades of four ERP applications, installation of one new ERP application, employee ID conversion, pay frequency conversion, intranet HR self-service, etc.
 - Implemented and leveraged the cycle of system integration, data warehousing, analytics and process re-engineering, contributing to a total operational cost saving of \$75,000 per annum.
 - Enhanced vendor/partner alliances and team expertise to improve the average service call turnaround time from one week to two business days.
- From January 1997 to December 1998: Team Lead of Manufacturing Applications at Modus Media International, Fremont, California, a global supply chain and fulfillment vendor.
 - Lead the software development for Procurement, Manufacturing, Distribution, Fulfillment, and Accounting applications. Served twelve plants across four continents.

- Managed several large projects: bill of materials, capacity resource planning, cycle counting and inventory reconciliation, order processing, distribution, fulfillment, accounting interfaces, etc.
 - Built a B2B exchange for integration of ERP and supply chain business processes, serving three channel partners.
 - Integrated off-the-shelf modeling tools with in-house code development macros and templates.
- From August 1992 to December 1996: Contract Programmer/Analyst at Honolulu, Hawaii, serving a client base spanning the military, the federal and state governments, and civilian businesses. Key clients include:
 - Tripler Army Medical Center, a US Army Hospital.
 - Process Valve & Controls, an industrial control equipment vendor.
 - Access Communications, a telecommunications billing vendor.
 - Oceanic Imaging Consultants, an undersea imaging vendor.
 - INTECH, a Department of Defense technology vendor.
 - Institute for Astronomy, University of Hawaii.
 - From August 1990 to July 1992: Graduate Teaching Assistant at the University of Hawaii.
 - From July 1989 to July 1990: Programmer/Analyst at CMC Limited, India.
-

Andrew Benner

**Systems Analyst
Maine State Office of Information Technology**

SQL Server

6 years experience designing and deploying SQL Server in a departmental role.
2 years experience designing and deploying SQL Server in an enterprise role.
6 years experience DBA for SQL Server.
11 years SQL experience
5 years experience T-SQL
3 years Oracle experience

Windows

Help desk experience since 1994
System Administrator experience since 1998 (NT4 to W2K3 Server)

Exchange

Exchange 5.5 admin for 4 years.

Unix

1 year of HP-UX 10 experience
Light Linux administration for 5 years and counting
Experience with various other Unix's for a couple of years

Programming

18 years programming experience
11 years Visual Basic experience
Experience with C and Pascal languages
Some exposure to the .NET 1.1 and 2.0 environment
Access programmer since Access 2.0 (1995)
Have "upsized" many Access databases to SQL and Oracle servers.

General

Experience troubleshooting hardware/software problems since 1986.
Basic electronics training by the US Air Force
Digital electronics training by the US Air Force
Digital electronics component level repair experience US Air force

Julio Barreto
Senior Information Systems Support Specialist
Maine State Office of Information Technology

2000-Present

Technical support of Desktops, Laptops, Mobile devices and Servers running Microsoft Windows Operating Systems. Support of multiple servers running Microsoft SQL 2000 and Microsoft SQL2005, Live Communications Server 2005, IIS , Secure FTP.

1998-2000

Technical support of Desktops and Laptops. running WindowsNT, Windows 98, and Windows 2000 for multiple SLA customers of Bureau of Information Services.

1997-1998

Assisted in the Administration of IBM OS2 Warp 4 Servers for Maine Revenue Services. Configured, maintained and supported IBM Laptops and Desktops. Assisted in the management of Maine Revenue's DHCP and DNS servers. Assisted in maintaining a Token Ring network.

Peter Bossie
Senior Information Systems Support Specialist
Maine State Office of Information Technology

Work experience:

1/7/03 to present: Senior Information Systems Support Specialist. Windows 2003 Server Administration, IIS Administration, ASP Developer.

1/22/01 to 1/6/03: Information Systems Support Specialist II. NT 4 and Windows 2000 Server Administration.

2/1/99 to 1/21/02: Information Systems Support Specialist I. OS/2 Server Administration, NT4 Server Administration.

3/19/96 to 1/31/99: Information Systems Support Technician. OS/2 Desktop Support, OS/2 Server Administration.

Education:

5/86: Associates Degree, Business Administration, University of Maine at Augusta.

5/97: Associates Degree, Computer Information Systems, University of Maine at Augusta.

Certifications held:

Microsoft Certified Professional.

Appendix A

Project Timeline

**Maine Longitudinal Data System
Project Timeline**

Component	Task	Start Date	End Date
Project Initiation	Kick-off Meeting	09/04/2007	09/04/2007
	Stakeholder Meeting	09/06/2007	09/06/2007
	Project Charter	09/04/2007	09/14/2007
Data Dictionary	Vendor Selection/Contract	09/17/2007	10/26/2007
	Requirements Definition	10/29/2007	11/30/2007
	Design	12/03/2007	03/28/2008
	Development	03/31/2008	06/27/2008
	Pilot/Deployment	06/02/2008	08/15/2008
	Testing	07/07/2008	08/15/2008
	Documentation	06/02/2008	08/15/2008
	Training	08/04/2008	10/31/2008
	Data Warehouse	Vendor Selection/Contract	10/29/2007
Requirements Definition		05/05/2008	08/01/2008
Design		07/07/2008	10/31/2008
Development		11/03/2008	11/27/2009
Pilot/Deployment		05/04/2009	04/30/2010
Testing		11/02/2009	05/28/2010
Documentation		03/01/2010	06/25/2010
Data Mart Development		06/01/2009	11/27/2009
Data Mart Deployment		09/08/2009	02/26/2010
Data Mart Testing		07/06/2009	02/26/2010
Documentation		12/07/2009	03/26/2010
Training		05/03/2010	08/27/2010
SIF Integration		Vendor Selection	01/07/2008
	Requirements/ Design	04/07/2008	06/27/2008
	Development/ Deployment	07/07/2008	07/31/2009
	Testing	05/04/2009	12/18/2009
	Documentation	10/5/2009	02/26/2010
	Training	07/13/2009	03/26/2010
Electronic Transcript System	Vendor Selection	03/03/2008	05/30/2008
	Definition/ Design	06/02/2008	11/28/2008
	Development	12/01/2008	03/27/2009
	Deployment	04/07/2009	08/28/2009
	Testing	07/06/2009	09/25/2009
	Documentation	09/07/2009	11/27/2009

	Training	12/07/2009	03/26/2010
College Readiness Assessment System	Vendor Selection	03/03/2008	05/30/2008
	Definition/ Design	06/02/2008	08/29/2008
	Development	09/08/2008	11/28/2008
	Deployment	12/01/2008	03/27/2009
	Testing	04/06/2009	07/31/2009
	Documentation	08/03/2009	10/30/2009
	Training	11/02/2009	01/29/2010
Vertical Expansion of Unique State ID	Requirements Definition	10/06/2007	01/30/2008
	Design	02/04/2008	04/25/2008
	Development	05/05/2008	07/25/2008
	Deployment	08/04/2008	10/31/2008
	Testing	10/06/2008	12/31/2008
	Documentation	01/05/2009	02/27/2009
	Training	03/02/2009	05/29/2009
EDEN Reporting System	Vendor Selection	03/03/2008	05/30/2008
	Definition/ Design	06/02/2008	08/29/2008
	Development	09/08/2008	02/27/2009
	Deployment	03/02/2009	10/30/2009
	Testing	07/06/2009	12/31/2009
	Documentation	12/07/2009	02/26/2010
	Training	03/01/2010	04/30/2010
Project Close			08/31/2010

Notes on Timeline:

- Vendor selection for Electronic Transcript System, College Readiness Assessment System and EDEN Reporting System are scheduled to coincide in order to allow contractors to bid on individual or multiple components at the same time.
- Extended deployment, testing and training dates include component pilots.
- Development and deployment of data warehouse will be staged as data silos are integrated.
- SIF integration deployment timeframe allows for project team to work with individual LEAs rather than all at once.
- EDEN reporting system will be continuous as silos are integrated.

Appendix B

Letters of Agreement



JOHN ELIAS BALDACCI
GOVERNOR

STATE OF MAINE
DEPARTMENT OF ADMINISTRATIVE AND FINANCIAL SERVICES
OFFICE OF INFORMATION TECHNOLOGY
36 ANTHONY AVENUE
138 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0138

RICHARD B. THOMPSON
CHIEF INFORMATION OFFICER

REBECCA M. WYKE
COMMISSIONER

DOMNA GIATAS
DEPUTY COMMISSIONER

March 12, 2007

Dear Statewide Longitudinal Data System Grant Review Committee Members:

I am pleased to write a letter of support for the Maine Department of Education's grant application to create a statewide longitudinal data system known as Tools for Evaluating Achievements in Maine (TEAchME).

Information Technology within Maine state government has undergone a dramatic restructuring starting back in 2005 and culminating with Governor Baldacci's executive order on January 6, 2005 stating that "Maine's information technology for state government should be managed from the perspective of the entire enterprise, thereby ensuring unified vision and meaningful strategic planning, a common technology architecture and infrastructure, effective project management, accountability, and establishment of statewide priorities;"

This executive order empowers the Chief Information Officer with the responsibility to evaluate opportunities for unified, enterprise information technology initiatives and, as appropriate, to recommend and implement such initiatives on behalf of the administration. In short, my priorities are to explore opportunities for consolidation of information technology infrastructure and services, and aggregation of resources among departments.

In order to improve state government information technology service coordination and accountability, each Agency Information Technology Officer reports jointly to the Commissioner of the Department and the Chief Information Officer and all 525 Information Technology positions have been permanently transferred under my direction in the Office of Information Technology.

As Review Committee Members must know the architecting of longitudinal data systems is a complex and costly task, requiring that the system elements function both individually and in concert. Access to student level data will give teachers and administrators the tools they need to improve student achievement and I am committed to working with the Department of Education, the LEAs and all other agencies with Maine State government to ensure data collection, management and analysis becomes more seamless so that every child is able to realize their full potential. DOE's plans for a longitudinal data system are exactly the course that Governor Baldacci and his Administration have directed me to pursue.

I urge your favorable consideration of Maine's request.

Richard B. Thompson

A handwritten signature in black ink, appearing to read "Richard B. Thompson".

Chief Information Officer, State of Maine

OIT Main Office: (207) 624-8800

Fax: (207) 287-4563

NexTalk TTY: (207) 629-5775
or Toll Free 888-577-6690

www.Maine.gov



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

JOHN ELIAS BALDACCI
GOVERNOR

SUSAN A. GENDRON
COMMISSIONER

March 12, 2007

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW, Room 9067
Washington, DC 20006

Dear Statewide Longitudinal Data System Grant Review Committee members:

I am enthusiastic and pleased to support the Maine Department of Education application to the Institute of Education Services for a Statewide Longitudinal Data System Grant. This Grant will afford the State of Maine the opportunity to gather and analyze accurate and comprehensive data to be included in a statewide longitudinal data system. This data system will be the foundation for data driven decision making for instruction, programming, and funding.

Maine has been working to develop a comprehensive data collection system that would help meet the reporting requirements of NCLB. We are aware of the importance of data in decision making and intend to create a Longitudinal Data System capable of providing the information necessary to enhance student achievement.

Maine is also in the process of formalizing a partnership between the University of Maine System, Maine Community College System, Maine Maritime Academy, and the Maine Department of Education for which student data K-16 will be a basis for decision making. It is my hope that the Maine Department of Education will be the recipient of a Longitudinal Data Grant so that decisions relating to student achievement will become a reality.

Sincerely,

Susan Gendron
Commissioner of Education



STATE OF MAINE
OFFICE OF THE GOVERNOR
1 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0001

JOHN ELIAS BALDACCI
GOVERNOR

March 12, 2007

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW, Room 9067
Washington DC 20006

Dear Statewide Longitudinal Data System Grant Review Committee Members:

I am delighted that the Maine Department of Education has undertaken a project that will make database decision making a reality. All the research and studies indicate that this is a key to improving student achievement. I enthusiastically support the department's application for the Statewide Longitudinal Data System grant from the U.S. Department of Education.

This data system will make it easier to get to the information that state legislators and my office need in order to assess critical issues such as program effectiveness and appropriate funding levels. In addition to improving access to data outputs, the new system will be more efficient on the input side. I have long been an advocate of streamlining administrative processes and nowhere is that more important than in the 290 school districts in Maine.

Access to good data will give teachers the information they need to improve student learning. It will lessen the administrative burden on school and district administrative staff, allowing them to concentrate on educating students rather than filling out endless repetitive forms. Undertaking this project is critical to improving student outcomes.

I appreciate your consideration of Maine's grant application. Please contact me if there is anything I can do to make this project a reality.

Sincerely,

John E. Baldacci
Governor



PRINTED ON RECYCLED PAPER

PHONE: (207) 287-3531 (Voice)

(207) 287-6548 (TTY)

FAX: (207) 287-1034

www.maine.gov

Waterville Public Schools

25 Messalonskee Avenue
Waterville, Maine 04901-5437
Tel (207) 873-4281 - Fax (207) 872-5531
www.wtv.k12.me.us

Joseph C. Mattos
Assistant Superintendent of Schools

Eric L. Haley
Superintendent of Schools

Paula M. Pooler
Finance Director

Ellen T. Whitcomb
Special Education Administrator

James E. Reny
Facilities/Special Projects Director

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW Room 9067
Washington, DC 20006

Dear Statewide Longitudinal Data System Grant Review Committee Members:

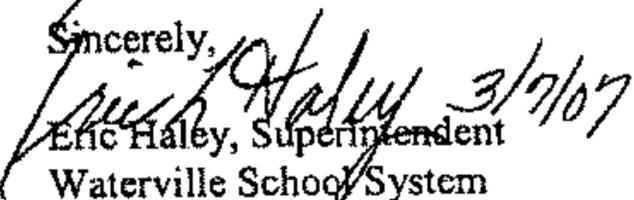
I am pleased to write a letter of support for the Maine Department of Education application to create a statewide longitudinal data system. The Waterville School District is well along in implementing data-driven decision making to improve our students' achievement and data collection will benefit not only the Waterville School District, but school districts statewide. We are very much aware of the importance that data provides in making education decisions.

We are excited about this project because it has the potential to streamline our data reporting to the State of Maine and to the US Department of Education. It will make No Child Left Behind reporting easier and less time-consuming for our staff. It will allow our district to analyze our student-level data over time. It will also allow our district to assess and evaluate the programs that we have implemented to improve student achievement.

By spending less time collecting and reporting data, we will be able to spend more time focusing on student achievement. By offering local education agencies in Maine the ability to customize information and reports through the web portal, we will be able to target and use data to drive the instruction.

I know that creating a viable statewide system has the potential of significantly improving student achievement and reporting capabilities in our district and across the State of Maine. Thank you for your consideration of Maine's grant application.

Sincerely,


Eric Haley, Superintendent
Waterville School System

3/7/07



Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

RECEIVED MAR 09 2007

March 7, 2007

Office of the Chancellor
16 Central Street
Bangor, ME 04401-5106

Tel: 207-973-3205
Fax: 207-973-3221
TDD/TDY: 207-973-3262
www.maine.edu

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW, Room 9067
Washington DC 20006

The University of Maine

Dear Committee Members:

University of Maine
at Augusta

I am pleased to support the Maine Department of Education's proposal to develop a Statewide Longitudinal Data System, which will provide accessible and important student data to teachers. The data can then be used to enhance student achievement.

University of Maine
at Farmington

University of Maine
at Fort Kent

With the proposed system, schools and school districts will have the ability to track the progress of individual students thereby providing a means of identifying best practices.

University of Maine
at Machias

University of Maine
at Presque Isle

The University of Maine System has been working with the Department of Education for several years providing teacher mentoring and recruiting services. This system will further enhance the already strong collaboration between the Maine Department of Education, local school districts and schools, and the University of Maine System. Teacher training will be affected by reviewing the best practice of teachers as defined by student success. I look forward to working with the department to develop courses to train teachers in data-driven instruction.

University of
Southern Maine

The statewide longitudinal data system will also allow all K-16 parties to follow students as they move from secondary education to post secondary education. This ability to follow students will also help in determining what factors are most essential to ones post secondary education.

Sincerely,

Terrence J. MacTaggart
Chancellor
University of Maine System



Senator Elizabeth H. Mitchell
Majority Leader
3 State House Station
Augusta, ME 04333-0003
(207) 287-1515

277 Cushnoc Road,
Vassalboro, ME 04989
(207) 622-2629

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW, Room 9067
Washington DC 20006

Dear Statewide Longitudinal Data System Grant Review Committee Members:

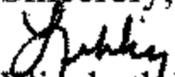
I am pleased to write a letter of support for the Maine Department of Education's application to create a statewide longitudinal data system. As a Maine legislator, I frequently request information relating to educational issues that require specific data elements. This information is essential to determining basic funding levels for schools in our State and for establishing education policy that increases the academic achievement for all Maine students.

If Maine was to receive this grant, it would enhance the ability of the Maine Department of Education to provide the information needed. The decisions that I make during the legislative session are time-sensitive and the more quickly I can determine the true cost or outcome of a situation, the better my decisions will be.

I am very excited that our school districts will be better able to make data-driven decisions. When the State of Maine implemented standards and assessments to measure student achievement, many districts lacked the tools to analyze the data to improve student achievement. If Maine was to receive this grant it would provide these districts with a data system to analyze their students' growth.

I know that creating a statewide data system has the potential to improve student achievement across the State and will help the children of Maine get a better overall education. Thank you for your consideration of Maine's grant application.

Sincerely,


Elizabeth Mitchell
Maine State Senator

Maine Education
Policy Research Institute
Center for Research and Evaluation
College of Education and Human
Development



5766 Shibles Hall
Orono, Maine 04469-5766
Tel: 207-581-2493
Fax: 207-581-9510
www.umaine.edu

March 6, 2007

Mr. Raymond Poulin
Education Consultant
Maine Department of Education
23 State House Station
Augusta, ME 04333

Dear Mr. Poulin:

I fully support the Maine Department of Education's initiative to seek federal funding to improve Maine's education data systems. Your success in acquiring these funds will clearly lead to improved data collection, data management, and data-based decision making on matters of education policy.

As a researcher and policy analyst I have been frequently dismayed by the incomplete data systems, the lack of longitudinal tracking of students and teachers, and the inability to match data from one system to another within the same department. While Department personnel have been extremely helpful, the data needed to answer many critical questions exist in incompatible systems, are incomplete, or simply non-existent.

It is my understanding that, if successful, the grant will assist the Department in developing a standard data dictionary, establishing a data warehouse, and developing common technology standards for public education in Maine. In addition, you propose to enable LEAs to collect and report critical student level data in a common format. Clearly, these steps will improve MDOE's ability to make critical policy decisions based on data.

I am pleased to support this effort and anticipate your success.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. J. Harris'.

Walter J. Harris, Ph.D.
Co-Director
Maine Education Policy Research Institute

OLYMPIA J. SNOWE
MAINE

154 RUSSELL SENATE OFFICE BUILDING
(202) 224-5344

E-Mail: Olympia@snowe.senate.gov
Web Site: <http://snowe.senate.gov>

United States Senate

WASHINGTON, DC 20510-1903

March 9, 2007

COMMITTEES:
COMMERCE, SCIENCE, AND
TRANSPORTATION

CHAIR, OCEANS AND FISHERIES
SUBCOMMITTEE

FINANCE

INTELLIGENCE

CHAIR, SMALL BUSINESS

Statewide Longitudinal Data System Grant Review Committee
Institute of Education Sciences
National Center for Educational Statistics
1990 K Street, NW, Room 9067
Washington DC 20006

Dear Committee Members:

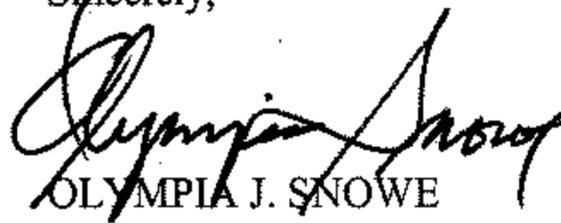
I am writing to express my strong support for the Maine Department of Education's Statewide Longitudinal Data System grant application. This grant will enable the state to address the limitations of the current Maine Education Data Management System and expand its overall capabilities to collect and disseminate longitudinal data. The new system will provide accurate, timely, and easy-to-access information about student achievement in local school districts and will make it available in a searchable web based format.

This proposal will help facilitate the analysis of trends and patterns that will lead to improved educational planning and performance. It will provide access to student-level data that will give teachers and administrators the tools they need to improve student achievement. It will also provide the State of Maine, University of Maine System, local school districts, and schools the information they need to make data-driven decisions about education in Maine.

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

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

Sincerely,



OLYMPIA J. SNOWE
United States Senator

AUBURN
TWO GREAT FALLS PLAZA
SUITE 7B
AUBURN, ME 04210
(207) 788-2451

AUGUSTA
40 WESTERN AVENUE, SUITE 408C
AUGUSTA, ME 04330
(207) 622-8292

BANGOR
ONE CUMBERLAND PLACE, SUITE 306
BANGOR, ME 04401
(207) 945-0432

BIDDEFORD
231 MAIN STREET, SUITE 2
BIDDEFORD, ME 04005
(207) 282-4144

PORTLAND
3 CANAL PLAZA, SUITE 601
PORTLAND, ME 04101
(207) 874-0883
MAINE RELAY SERVICE
TDD 1-955-3323

PRESQUE ISLE
169 ACADEMY STREET, SUITE 3
PRESQUE ISLE, ME 04769
(207) 764-5124

IN MAINE CALL TOLL-FREE 1-800-432-1599

PRINTED ON RECYCLED PAPER

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **7737-Mandatory_Budget_Spreadsheet.pdf**

2007 LD Grant Budget

Maine Longitudinal Data System Budget				
	Year 1	Year 2	Year 3	Total
Personnel (Hires)				\$0
Fringe Benefits				\$0
Travel (Staff)				\$42,000
Training	\$5,000	\$5,000	\$5,000	\$15,000
Meetings	\$9,000	\$9,000	\$9,000	\$27,000
Equipment				\$70,000
Servers		\$60,000		\$60,000
Software		\$10,000		\$10,000
Supplies				\$31,500
Office	\$3,000	\$3,000	\$3,000	\$9,000
Computers (Staff)	\$5,000	\$5,000	\$5,000	\$15,000
Documentation	\$2,500	\$2,500	\$2,500	\$7,500
Contractural				\$2,790,000
Data Dictionary	\$90,000	\$30,000	\$10,000	\$130,000
Data Warehouse	\$135,000	\$365,000	\$225,000	\$725,000
SIF Integration	\$100,000	\$115,000	\$35,000	\$250,000
Transcript System	\$25,000	\$205,000	\$50,000	\$280,000
College Assessment System	\$25,000	\$60,000	\$15,000	\$100,000
EDEN Reporting	\$50,000	\$120,000	\$60,000	\$230,000
Contract Personnel	\$225,000	\$510,000	\$340,000	\$1,075,000
Construction				\$0
Other				\$63,000
Staff Training	\$5,000	\$5,000		\$10,000
Stakeholder Meetings	\$4,500	\$4,500	\$4,500	\$13,500
User Training	\$2,000	\$21,000	\$16,500	\$39,500
Total Direct	\$686,000	\$1,530,000	\$780,500	\$2,996,500
Indirect	\$52,822	\$117,810	\$60,099	\$230,731
Training Stipends				\$0
Total Costs				\$3,227,231

Budget Narrative

Budget Narrative

Attachment 1:

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Maine Longitudinal Data System Budget Narrative

1. Personnel

No permanent hires will be added to the Department of Education using grant funding. The Data Manager position is included in the proposed State budget for 2008-2009. The position of EDEN Coordinator will be added in the next budget cycle.

2. Fringe Benefits – not applicable

3. Travel

A. Staff Training – An annual budget of \$5000 per year will be used for Department of Education’s MIS staff for travel to attend training in the use of tools procured for the TEAchME project. Classes may include using data cleansing, business intelligence and report writing tools that may be part of commercial off the shelf software. The \$15,000 budget is based on travel expenses for 5 days of training for 5 employees per year at \$200 per day.

B. Meetings – During the TEAchME project regular informational meetings and focus groups will be scheduled with stakeholders in the LEAs. Meeting will be held in each of the nine superintendent regions throughout the state. While not all meeting locations will require overnight travel for the project staff the \$27,000 budget includes an average of \$450 per meeting for 2 sets of regional meetings per year for hotel and meals.

4. Equipment – Every attempt will be made to leverage existing hardware for the TEAchME project. The Department procured a SIF zone integration server for the MEDMS Financial System project that was sized to take on additional capacity as new SIF enabled applications are implemented. The Microsoft SQL Server 2005 EMC² drives are designed to meet the anticipated storage needs of the Department.

A. Servers – Additional SIF servers are budgeted for the expansion of the existing pilot to complete the statewide implementation of SIF integration. The \$60,000 budget is based on procuring 20 additional SIF agent servers in year two at \$3000 per server for LEAs that do not have SIF certified SIS systems.

B. Software – Enterprise licenses for the SIF software were purchased as part of the MEDMS Financial System implementation. The \$10,000 software budget is for 20 SQL Server licenses for the new local SIF agent servers.

5. Supplies

A. Office Supplies – The \$3000 per year budget is for general office supplies for the project team.

B. Staff Computers – Computers (including desktop support) for the contracted personnel will be leased from the State Office of Information

Technology at its standard monthly rates of \$100 per desktop or \$108 per laptop. The \$5000 per year budget is based on a mix of desktops and laptops depending on the travel requirements for some of the team members.

- C. Documentation** – The annual budget of \$2500 will be used for printing and distributing informational material about the project stakeholders. This may include copies of PowerPoint presentations, quick reference guides and regular project updates in the form of newsletters.

6. Contractual

- A. Data Dictionary** – The State will contract with a third party vendor to assist with the creation and implementation of the data dictionary building on the work completed on the data inventory. The table below uses a blended hourly rate of \$100 based on a mix of senior level consultants at \$135 per hour and development and documentation specialists at \$85 per hour. The majority of the work completed in year one will be to define the data elements required for subsequent components. The data dictionary will be validated and updated throughout the three year period. The total estimated number of contracted hours is 1300.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements, Design	500			\$50,000
Development, Deployment	400	200		\$60,000
Testing, Documentation		100	100	\$20,000
	900	300	100	\$130,000

- B. Data Warehouse** – The State will contract with a third party vendor to assist with the development and implementation of the data warehouse. As with the data dictionary the State is using a \$100 blended hourly rate. The estimated number of contracted hours is 7250. The tasks are outlined in the data warehouse table in Project Design section of the narrative.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements	700			\$70,000
Specification, Design	650	500		\$115,000
Development, Deployment		2200	900	\$310,000
Data Mart Development		450	850	\$130,000
Testing, Documentation		500	500	\$100,000
	1350	3650	2250	\$725,000

C. SIF Integration – The State will contract with a third party vendor to assist with expanding the pilot SIF system developed in the MEDMS Financial System project and implement a fully integrated SIF compliant system for collecting student and staff data from the LEA SIS systems. The project team will focus on further developing the existing SIF infrastructure, working on integration with the LEA SIS vendors and developing statewide policies and procedures. The estimated number of contracted hours is 2500.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements, Design	500			\$50,000
Development, Deployment	500	800		\$130,000
Testing, Documentation		350	350	\$70,000
	1000	1150	350	\$250,000

D. Electronic Transcript System – The State will engage a third party vendor to assist with developing the specification and standards for the electronic transcript system. They will work with Department of Education resources, LEA guidance counselors and technical staff, and the Maine Higher Education Consortium to develop a data transfer protocol. The estimated number of contracted hours is 2800.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements, Design	250	500		\$75,000
Development, Deployment		1300		\$130,000
Testing, Documentation		250	500	\$75,000
	250	2050	500	\$280,000

E. College Readiness Assessment System – The State will engage a third party consultant to assist with the integration of assessment data from assessment vendors who work with Maine. The estimated number of contracted hours is 1000.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements, Design	250			\$25,000
Development, Deployment		500		\$50,000
Testing, Documentation		100	150	\$25,000
	250	600	150	\$100,000

E. EDEN Reporting System – The State will engage a third party consultant to assist the project team and Department MIS staff with developing an EDEN reporting system. This will include creating the functional job description for a full time EDEN Coordinator position, developing the tables required in the data warehouse for EDEN reporting and assisting with process design. The estimated number of contracted hours is 2300.

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Requirements, Design	500			\$50,000
Development, Deployment		1000	300	\$130,000
Testing, Documentation		200	300	\$50,000
	500	1200	600	\$230,000

F. Contract Personnel – The State will contract with consultants to fill key support positions during the three year project and work with the MIS team to pilot the vertical integration of the unique state student identifier. The resources for contractors include OIT employees, Distinguished Educators from the Departments DE program and third party vendors hired from the OIT Preferred Vendors list or the Maine Mathematics and Science Alliance (help desk). The hourly rates per position used for budgeting are:

- i. Project Manager - \$100
- ii. Business Analyst - \$75
- iii. Developers/Programmers - \$85
- iv. Help Desk - \$20
- v. Training Coordinator/Distinguished Educator - \$75

Tasks	Yr 1 Hours	Yr 2 Hours	Yr 3 Hours	Total
Project Manager	1500	1500	1500	\$450,000
Business Analyst	1000	1000		\$150,000
Developer		2000	1000	\$255,000
Help Desk		2000	1500	\$70,000
Trainer/DE		1000	1000	\$150,000
	2500	7500	5000	\$1075,000

7. **Construction** – not applicable

8. **Other**

A. Staff Training – A budget of \$10,000 is for classes including data cleansing, business intelligence and report writing tools that may be part of commercial off the shelf software procured for the TEAchME project.

The year one and year two annual budgets are for five team members to take a week of training at \$1000 per week per person.

- B. Stakeholder Meetings** - During the TEAchME project regular informational meetings and focus groups will be scheduled with stakeholders in the LEAs. Meeting will be held in each of the nine superintendent regions throughout the state. A budget of \$500 per meeting is planned for facility costs including refreshments for one meeting per year in each of the nine regions for a total of \$13,500 for 27 meetings over the three year period.
- C. User Training** – The State will provide classes for users through a number of delivery methods including online, ATM network facilities, and instructor led classes. The \$30,000 budget is based on \$10,000 per year for training facilities (classrooms and ATM rooms) and training materials.

9. Indirect Costs– The State of Maine’s indirect rate negotiated with the Department of Education is 7.7% through June 30, 2007. The project budget of \$230,731 is based on \$52,822 in year one, \$117,810 in year two and \$60,099 in year three.

Non-Federal Funds Supporting the TEAchME Project

Listed below are current and planned initiatives that will support the components identified in the state longitudinal data system. Funding for these initiatives is primarily from the State General Fund

- **Data Inventory** – Maine has engaged ESP Solutions to conduct an inventory of all data collection systems in the Department of Education. The contract began in February 2007 and is expected to be completed in May. This is the initial step in preparing for the MEDMS redesign RFP and the planned education data dictionary.

(b)(4)

- **MEDMS Financial System** – The Department engaged Enterprises Computing Services (ECS) and Computer Power Solutions of Illinois (CPSI) to develop a financial data system that is based on the Maine education model chart of accounts. The project will go live in March 2007 and collect detailed financial data from all 152 superintendent offices representing 292 districts. The project included a pilot of SIF data transfer with four districts. The Department placed four SIF agent servers in the pilot sites that connect with the State zone integration server (ZIS). The lessons learned from the pilot will be used in developing the SIF compliant MEDMS redesign project and all future data collection systems. Financial data from the MEDMS Financial System will be integrated with student enrollment, program and assessment so researchers can determine the costs and financial impact of programs.

(b)(4)

- ***National Governor's Association (NGA) Grant*** - The NGA award to the State will enable Maine's secondary educators to continue their efforts to improve Maine's high schools and Career and Technical Education centers; an effort that began in 1998 with the release of *Promising Futures; A Call to Improve Learning for Maine's Secondary Students*.

Planned

- ***MEDMS Redesign Project*** –RFP to replace the current MEDMS student and staff system with a comprehensive statewide student information system that can meet the data requirements for both the State and LEAs. Implementation target is for go-live at the beginning of school year 2008-2009. The plan is to procure a commercial off-the-shelf system that leverages industry best practices. The estimated budget for the new system is (b)(4)