U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS
CFDA # 84.372A
PR/Award # R372A070019
Grants.gov Tracking#: GRANT00233809

Closing Date: MAR 15, 2007

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	New Hampshire Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
1-026000618b2	808590277

d. Address:

* Street1:	101 Pleasant Street
Street2:	
* City:	Concord
County:	
* State:	NH: New Hampshire
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	03301

e. Organizational Unit:

Department Name:	Division Name:
Department of Education	Program Support

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

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

Title:	Education Consultant
Organizational Affiliation:	
* Telephone Number:	603-271-0448
Fax Number:	603-271-7381
* Email:	jpipinias@ed.state.nh.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

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:**

New Hampshire's Statewide Longitudinal Data Systems Grant Application

Attach supporting documents as specified in agency instructions.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 2

* b. Program/Project: 1/2

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

17. Proposed Project:

* a. Start Date: 10/01/2007

* b. End Date: 09/30/2010

18. Estimated Funding ($):

* a. Federal	977,255.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

○ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

● c. Program is not covered by E.O. 12372.

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

○ 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: Joseph

Middle Name:

* Last Name: Pipinias

Suffix:

* Title: Education Consultant

* Telephone Number: 603-271-3142 Fax Number: 603-271-7381

* Email: jpipinias@ed.state.nh.us

* Signature of Authorized Representative: Joseph Pipinias * Date Signed: 03/15/2007

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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:
New Hampshire Department of Educ...

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 161,884	S 172,832	S 184,172	S 0	S 0	S 518,888
2. Fringe Benefits	S 77,704	S 82,959	S 88,403	S 0	S 0	S 249,066
3. Travel	S 14,500	S 15,750	S 7,000	S 0	S 0	S 37,250
4. Equipment	S 112,600	S 150,000	S 22,500	S 0	S 0	S 285,100
5. Supplies	S 3,000	S 1,000	S 1,000	S 0	S 0	S 5,000
6. Contractual	S 570,000	S 850,000	S 555,000	S 0	S 0	S 1,975,000
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 7,407	S 6,552	S 6,552	S 0	S 0	S 20,511
9. Total Direct Costs (lines 1-8)	S 947,095	S 1,279,093	S 864,627	S 0	S 0	S 3,090,815
10. Indirect Costs*	S 21,160	S 22,327	S 22,970	S 0	S 0	S 66,457
11. Training Stipends	S 9,000	S 10,000	S 0	S 0	S 0	S 19,000
12. Total Costs (lines 9-11)	S 977,255	S 1,311,420	S 887,597	S 0	S 0	S 3,176,272

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: New Hampshire Department of Educ...	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.

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

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

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

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Joseph Pipinias	* TITLE Education Consultant
* APPLICANT ORGANIZATION New Hampshire Department of Education	* DATE SUBMITTED 03-15-2007

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

Tracking Number: GRANT00233809

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

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
_a. contract	_a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	_b. material change
_c. cooperative agreement	_c. post-award	For Material Change Only:
_d. loan		year quarter
_e. loan guarantee		date of last report
_f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime _SubAwardee Tier if known: * Name: NH Department of Education * Address: 1001 Pleasant Street Concord NH: New Hampshire 03301 Congressional District, if known:	
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Statewide Data Systems CFDA Number, if applicable: 84.372
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Joseph Pipinias * Name: Joseph Pipinias Title: Education Consultant Telephone No.: 603-271-0448 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.

* APPLICANT'S ORGANIZATION New Hampshire Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Joseph Middle Name: * Last Name: Pipinias Suffix: * Title: Education Consultant
* SIGNATURE: Joseph Pipinias * DATE: 03/15/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Judith

Fillion

*** Address:**
NH Dept of Education

101 Pleasant Street

Concord

NH: New Hampshire

03301

USA: UNITED STATES

*** Phone Number:**
6032713855

Fax Number:

Email:
jfillion@ed.state.nh.us

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: **2604-NH_Abstract.pdf**

Follow The Child: New Hampshire's Decision Support System
Proposal Abstract

A personalized education plan that deals with all aspects of a child's development is the best way to help children succeed. Follow The Child is New Hampshire's child-centered approach to education that supports each student's academic, physical, social, and personal development. A central theme of Follow The Child is the establishment of benchmarks and measurements of growth for all four dimensions of development.

The Department began collecting individual student records for all students two years ago. Having student-level data creates a wealth of information not previously available, but the quantity of this data makes it unwieldy. Because the State has no data warehouse and no decision support tool, valuable information is not reaching policy makers and teachers. This proposal includes three components to unlock the potential of student level data and support the Follow The Child initiative.

The Department will create a comprehensive decision support system. All types of student, school, district, program, and policy data, along with Census, geographic and tax data will eventually be loaded to a central data repository for state and federal reporting, policy research, and analysis. Customized interfaces and ad hoc capabilities will make this a valuable resource for Department program managers, policy analysts, and other education leadership. The grant will fund the purchase of hardware, decision support software, and consultants to help design the data architecture and data model. To ensure that the project stays on track, three new grant funded staff positions will be dedicated to this project. The Department will ensure staffing support continues after the grant ends.

This spring, when New Hampshire launches the Follow The Child Assistance Center, all teachers in the state will be able to analyze results of state assessments, as well as locally selected assessments. This grant will expand the system to allow teachers to create their own assessments, set benchmarks, and follow the growth of individual students, and to access a shared library of curriculum and lesson plan resources with built-in links to the State's grade level expectations. With its specific focus on each child, the Follow The Child Assistance Center will be the teachers' longitudinal data warehouse. Districts will be able to manage secure access for their staff and the parents of their students. Teacher training will be partially subsidized by the grant.

The third component of the grant addresses the longitudinal link with higher education. Last year the Governor created the P-16 Working Group and asked them to "increase access and success at all education levels by regularly assessing educational accomplishments, bridging curricular, increasing articulation, and sharing data, including the development of a shared data system." A grant funded consultant will work with the Department, the University System of New Hampshire, and the New Hampshire Community Technical College System to develop a white paper identifying opportunities and strategies for sharing data sharing and compare the Department's P-12 student data model to student data models used by the two post-secondary systems.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **7568-Mandatory_NH_Project_Narrative.pdf**

New Hampshire Department of Education
Statewide Longitudinal Data System Grant

Follow The Child: New Hampshire's Decision Support System

Project Narrative
CFDA Number: 84.372A

Dr. Lyonel B. Tracy, Commissioner
New Hampshire Department of Education

March 15, 2007

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(1) Need for the Project

INTRODUCTION

New Hampshire's grant request is driven by the desire to provide accurate, timely, useful information that will support vision, policy, and practices focused on what is best for the child. This proposal has three components:

(1) *Creation of a comprehensive longitudinal data warehouse with decision support software.* This system will support policy, management, and funding decisions at the state and local levels.

(2) *Enhancements to a longitudinal data system specifically designed for teachers.* This spring, when New Hampshire launches the Follow The Child Assistance Center, all teachers in the state will be able to analyze results of state assessments, as well as locally selected assessments. This grant will expand the system to allow teachers to create their own assessments, set benchmarks, and follow the growth of individual students, and to access a shared library of curriculum and lesson plan resources with built-in links to the State's grade level expectations. With its specific focus on each child, the Follow The Child Assistance Center will be the teachers' longitudinal data warehouse. Districts will be able to manage secure access for their staff and the parents of their students. Teacher training will be partially subsidized by the grant.

(3) *P-16 Collaboration on a Data Model.* This grant will assist the NH Department of Education, the University System of New Hampshire and the New Hampshire Community Technical College System to develop plans to connect P-12 data and higher education data about students and educators. This will lay the foundation for a P-16 longitudinal data system.

The New Hampshire Department of Education (NHDOE) truly believes that a longitudinal data system, instructional tools for educators, and a comprehensive P-16 structure will have a profound impact on the success of our students through high school and college. (Note that throughout this proposal we have used P-16 to refer to a comprehensive view of education that includes quality private education in the years before public school through post-graduate higher education. We use P-16 to be consistent with the Governor's executive order which is included in Appendix B.)

New Hampshire already has the most important elements for change: vision and leadership. Education is a top priority for second term Governor John Lynch. His proposal to raise the mandatory age of attendance from 16 to 18 is currently before the State Legislature. Last year, he established the P-16 Working Group to enhance collaboration across the elementary, secondary, and post-secondary sectors. His proposed budget for the next biennium doubles the funding for Running Start, a program that lets students earn college credits for high school courses, and increases funding for Headstart. Prior to taking office he was on the Board of Trustees of the University System. For his Commissioner of Education, Governor Lynch chose long time school superintendent, Lyonel Tracy.

When Commissioner Tracy assumed his leadership role in 2005, he identified three goals: reduce the dropout rate, improve the quality of educational data, and Follow The Child (FTC), thereby introducing the concept of a personalized education plan for each child. The dropout rate is on the decline, having dropped from 15% to 12% in the last four years. Last year the DOE collected all demographic, enrollment, and assessment data using new individual student identifiers, and created the position of Chief Knowledge Officer (CKO) to coordinate data and information activities. Last year also marked the launch of the Follow The Child (FTC) Initiative.

Follow The Child is a child-centered approach to education that supports each student's academic, physical, social, and personal growth. A personalized plan that deals with all aspects of a child's development is the best way to help children succeed. Follow The Child schools do not follow a prescribed curriculum or model; they do make a commitment to recognize and support the uniqueness of each child, his learning style, and his own aspirations. The NHDOE offers seminars, technical assistance, and support materials consistent with the Follow The Child philosophy. Since Commissioner Tracy first asked schools to adopt the Follow The Child approach less than a year ago, more than 33% of New Hampshire's schools have signed on. Additional schools are learning more about the program by attending the seminars.

Follow The Child is not just a classroom based phenomena. When the State Board of Education's revised school approval standards took effect in July 2005, they included two new requirements that lay the foundation for individualized education plans. By the 2008-2009 school year, high schools must define competencies for all courses and a mechanism for granting credit to students that can demonstrate those competencies. School districts must also develop a policy for extended learning opportunities that will give students the chance to learn in non-traditional locations and in personalized ways. In addition, the proposed bill to increase the mandatory age to 18 permits personalized alternative education plans for 16 and 17 year olds struggling with the traditional format. One of the Governor's charges to the P-16 Working Group is to develop a system that can track student achievement through college. Follow The Child provides an umbrella for educational improvement from preschool through higher education.

CURRENT STATUS OF NCLB AND LONGITUDINAL DATA SYSTEMS

Legislative and policy activities to support NCLB began in 2003. NHDOE was given the permission to collect all data required for NCLB and the authority to audit enrollment data submitted by districts. In 2004, the use of unique student identifiers was authorized for public P-12 education. Laws protecting privacy were strengthened, although researchers may be granted access to non-personal information. The Department has developed Student Data Management Policies to enhance the protection of personally identifiable information and ensure that employees are aware of their responsibilities.

Using contractors and in-house IT staff, NHDOE developed a system to collect individual student records. District Data Managers were involved in every step of the process, and their cooperation and support made it possible. In 2006, NHDOE began collecting individual student records for the entire public student population. Districts or schools can submit batch and individual record updates. The system uses C4DQ software to make numerous validation checks

and provide immediate feedback to users. They can also run reports with drill-down capabilities to verify submissions. NHDOE runs additional verifications, including cross data collection, cross district, and prior year comparisons. For the first year of student level data collection, NHDOE was involved in a parallel collection using the old aggregate method. The new system includes an online data dictionary with valid codes and business rules. The ESOL and the new (2006) Special Education production systems provide subgroup designations, which the Office of Student Data Management combines with the basic enrollment and stores in a SQL database.

When New Hampshire first introduced a statewide assessment in 1994, it was only for grades 3, 6, and 10. To support NCLB, NHDOE partnered with Vermont and Rhode Island to develop a common set of grade level expectations and assessments based on those standards. New Hampshire now has two years of New England Common Assessment Program (NECAP) data. Both years of NECAP data include the state assigned student identifiers (SASID). In November 2006, the NHDOE submitted a proposal to the U.S. Department of Education to incorporate a growth model into New Hampshire's adequate yearly progress (AYP) determinations for NCLB. We expect the plan to be approved in May 2007.

Student records are transferred to Measured Progress, the vendor responsible for administering the NECAP test. Measured Progress provides state, district, and school level reports in PDF. They also provide CSV data files with scale scores, subcategory scores, proficiency levels, and item responses for released items in each subject area (about 25% of all items). If errors are discovered, NHDOE must pay the vendor to reprint assessment results and AYP determinations. Alternative assessment results must be processed by hand. NHDOE's ability to analyze assessment data in-house is severely limited. Our only analysis tools are Access and Excel.

In the spring of 2006 the NHDOE articulated a vision for a Follow the Child Assistance Center (FTCAC) to conceptualize how policy makers, NHDOE, district administrators, teachers, parents and students would access and use information. An RFP to turn this vision into reality was drafted, and more than 100 local superintendents, curriculum coordinators, principals and teachers assisted the NHDOE in the evaluation of two products.

Although the NHDOE desperately needs a data warehouse, it selected the product that would have the most direct and immediate impact on student achievement. Performance Tracker™, a software system from Performance Pathways, will be the first component of the FTCAC and the teachers' longitudinal database and decision support system. It is a web based assessment analyzer specifically designed for teachers. Once loaded with student data, it uses easy-to-read web-based charts, graphs, and reports to display aggregated, disaggregated, and individual student data. This tool will allow school administrators and teachers to analyze classroom, subgroup and student assessment data, set student growth benchmarks and visually display their progress.

The initial deployment in the spring of 2007 will provide student level NECAP data linked to the state's grade level expectations. NHDOE plans to include other common assessments being used by large numbers of districts, such as the Measures of Academic Progress (MAP) tests from Northwest Evaluation Association. The Performance Tracker™ tool, already used by about 10% of NH schools, has the capacity to hold other types of assessments, including those related to the

personal, social and physical dimensions of Follow The Child. Over the next twelve months, Performance Tracker training will be provided to at least one educator from each school.

The Department is in the process of implementing a new Teacher Certification system that will allow for the consolidation of teacher data collections. (The Department has used unique teacher identifiers for decades, but has collected only limited teacher assignment data without any longitudinal capacity.) The new system will be completed in early 2008. The state is currently replacing its complete financial and resource management system. NHDOE is participating in the development of the grants management component, and we are hopeful that we will be able to collect more accounting code detail and proposal descriptions.

There is currently no data sharing with higher education, and any sharing of the unique student identifier is currently prohibited by state law, but last year the Governor created the P-16 Working Group and asked them to "increase access and success at all education levels by regularly assessing educational accomplishments, bridging curricular, increasing articulation, and sharing data, including the development of a shared data system." The University System of New Hampshire and the New Hampshire Community Technical College System are very interested in data that will help them understand the factors that contribute to college readiness and college success. Of course the NHDOE and the districts are also interested.

LIMITATIONS OF THE CURRENT SYSTEM AND BENEFITS THE GRANT CAN PROVIDE

The development of NECAP and the incorporation of the Follow The Child growth model made it necessary to either expand or replace iAnalyze, our previous assessment tool used by districts to analyze the old assessment data. As part of our work with this growth model, we reviewed our data warehousing needs for policy analysis and required reporting through a collaborative process between department staff and district administrators and teachers. This process revealed some key differences in the way the data would be used at various levels. The type of system the NHDOE needs for reporting, analysis, and research is quite different from teachers' needs for classroom level data.

- The NHDOE role in improving education is to provide leadership and evaluate the effectiveness of schools, policies, and practices. The NHDOE needs a high level, multi-dimensional view of the State's educational system. It needs to analyze longitudinal data so it can recognize change and make projections. **NHDOE needs a decision support system to support its responsibility to provide leadership.**

- NHDOE is also responsible for providing districts with individualized support. Two years ago, the Office of School Improvement was created to assist schools and districts designated as Schools or Districts In Need of Improvement. To help these schools, the staff needs to have a comprehensive view of school systems. They need to see assessment results, teacher retention, school budgets, student demographics, community demographics, grant allocations, and more. All this information exists, but in various databases. Not all data is in standard reports, and when it is, the level of detail is not always sufficient. All program offices have similar needs. **The Office of School Improvement needs a customized interface for a decision support system**

so they can see a variety of district, school and assessment data; this interface must have drill-down capabilities.

- A decision support system will make more data accessible to more NHDOE staff. NHDOE needs to increase the number of staff positions that can help with complex analysis, provide training, and maintain policies and procedures documentation to ensure data is use appropriately. **NHDOE needs additional staff to develop a decision support system and train staff to use the system to make management and policy decisions.**

- Having student-level data has the potential to provide a wealth of new information. Recently, the NHDOE tapped this new information to answer a State Senator's question about the age of dropouts. Unfortunately, the analysis was not an easy task. The Student Data Mart is only accessible to staff in the Office of Student Data Management. To prepare the report, a programmer used SQL to extract the data from the data mart. It was then transferred to an analyst who had to go through several step using both Access and Excel to create a presentable report. **NHDOE needs a decision support system so program managers and staff providing policy analysis can quickly access the new student level data (without violating confidentiality) and analyze that data without assistance from a computer programmer.**

- The sheer volume of student records is taxing the capacity of our current computing infrastructure. Producing the required federal and state reports now takes longer. **NHDOE needs a data warehouse to make the large volume of data manageable.**

- The NHDOE has many years of enrollment, staffing, financial, tax capacity, census, program, and policy data, each stored in its own database. Analyzing longitudinal trends from one database requires transferring the data to a spreadsheet and using Excel graphs. Analyzing multiple variables is very time consuming, and carries the risk of errors. **NHDOE needs a decision support system with longitudinal capabilities so we can prepare analysis reports to support decision makers.**

- Our ability to analyze assessment and AYP data is even more frustrating. As mentioned earlier, NHDOE relies on the testing vendor to analyze the data. Data can not be extracted from the reports because they are in PDF format. Last year, when the Hispanic and Black codes were swapped, NHDOE had to pay the vendor to rerun the reports and had to wait months until the vendor could schedule the job. Alternative assessment results are processed and compiled by hand. Sometimes during the appeals, errors in individual records are discovered. NHDOE can change the AYP designation, but it can't correct the error and rerun the AYP report. As a result, there is a disconnect between the database of assessment records and the separate database that stores AYP information. **NHDOE needs a data warehouse so we can store multiple grades and multiple years of assessment results in the same location and keep AYP data in sync with assessment results.**

- EDEN/EdFacts reporting is time consuming because the data is stored in many databases and formats are inconsistent. **NHDOE needs a decision support system and assistance in developing a comprehensive data dictionary to support EDEN/EDFacts reporting.**

- The general public is an important stakeholder. The public supports public education and the state and federal agencies that collect data. **NHDOE needs a decision support system that will permit public access, present the information in an understandable format, and protect the confidentiality of personal student and teacher data.**

- Teachers need tools that will help them prepare students for the state's annual NECAP assessment. **Adding the Assessment Builder™ module to the Follow The Child Assistance Center will allow teachers to build formative assessments linked to state standards.**

- Teachers need tools that will help them prepare students for the state's annual NECAP assessment. **Adding the TechPaths™ curriculum mapping module to the Follow The Child Assistance Center will allow teachers to develop curriculum linked to state standards.**

- Students and parents are the "consumers" of public education. They are entitled to achievement information based on multiple assessments, measured against benchmarks specific to the individual students, and covering the academic, physical, social, and personal dimensions of development. **Parents and students need a multi-dimensional view student growth. The Assessment Builder™ module will add this capacity to the Follow The Child Assistance Center.**

- NHDOE and the state's two post-secondary systems do not share data, and it has no preschool data except for special education students. **NH needs assistance in planning a P-16 data system that includes preschool data to help us better understand the input factors that contribute to readiness for kindergarten, as well as readiness for college.**

- The University System of New Hampshire needs to better understand the effectiveness of its teacher program graduates. **NH needs assistance in planning a P-16 data system so we can better understand teacher effectiveness and teacher retention.**

(2) Project Design

INFORMATION GOVERNANCE STRUCTURE

This grant will allow the NHDOE staff and its stakeholders to access and analyze an abundance of data. Soon, people will be asking for more data. We will need to weigh the benefits and costs of collecting additional data and then set priorities. NHDOE will formalize our information governance structure to meet the challenge. Our mission will be to deliver the Right information, at the Right time, to the Right people (the 3 Rs).

At the top strategic level, NHDOE will create an Information Policy Advisory Board. The purpose will be to promote the production and use of quality information to support policy formation and the effective delivery of educational and other services for children. The Department will invite representatives of the Governor's Office, the Legislature, the State Board and school superintendents. In the spirit of Follow The Child's focus on the whole child, the Department will also invite representatives of higher education, the juvenile justice system, social services, and adult education. The Board will meet every six months to identify their information priorities, offer suggestions for data sharing and dissemination, and provide feedback on the effectiveness of the Department's information services. This will be an opportunity to foster collaboration and joint projects. This Board will provide guidance for the LDS project by identifying information priorities and access needs, addressing policy and legislative barriers, and evaluating effectiveness against outcome benchmarks. The Commissioner chairs and convenes this board.

Six months ago, the Department created the position of the Chief Knowledge Officer (CKO) to advise the Commissioner on data related activities and serve as the central contact for data issues. The CKO reports directly to the Commissioner, recommends policies and procedures, and works with staff across the department to achieve data related goals and objectives. This includes assistance with the functional specification for new systems, data management procedures, release of information, and data quality standards. She also assists the Commissioner with translating education policy goals into information management objectives by working with stakeholder and advisory groups. The CKO is also responsible for coordinating the Department's response to high priority information requests.

Through the Commissioner's Office, the Department already works closely with the Governor, the Education and Finance Committees of the Legislature, Superintendents, and the State Board of Education on policy issues. We will adopt a more formal process of the Commissioner or CKO periodically meeting with these and other key stakeholder groups for the specific purpose of discussing their information needs.

NHDOE personnel regularly attend the meetings of numerous boards, councils, committees and organizations. This represents an opportunity to identify the information issues of specific stakeholders. The NHDOE will reach out to these groups and offer to discuss with them their information needs. For groups that choose to participate, it will be an opportunity to document their information priorities, get their opinion on the effectiveness of Department information

services and data collections, and get their input on this grant project. The CKO will collect written documentation.

While developing the student data collection process, the NHDOE developed a close working relationship with the District Data Coordinators. We continue to meet with this group about four times per year and communicate via email updates and quarterly newsletters. We provide training, address quality control issues, and get input on ways to improve the system. This group is expected to be power users of a NHDOE decision support system, and we will consider them as major stakeholders during the development process.

Data management and collection at NHDOE is not centralized. Although many of the computer applications share common directory files, individual bureaus are responsible for their own data. Those bureaus that collect large amounts of data have their own IT staff, while other staff use centralized services. NHDOE has a group of "data stewards." These are the people most knowledgeable about specific data sets; some are computer specialists while others are program managers. This group has been in place for five years, and is currently working with consultants from the New England Comprehensive Center to identify information needs and data management issues. This group will identify data redundancy, collecting and reporting schedules, and consolidation requirements. These activities are an important piece of the ground work for data mapping and modeling activities that are part of the grant project. This group will be a major participant in construction of the warehouse; they are the data providers as well as consumers. The Chief Knowledge Officer works closely with the Data Stewards Group.

The Department also forms ad hoc teams to collaborate on specific data issues, particularly NCLB reporting. For example, a Department team is currently studying procedural and reporting changes that will be needed to accommodate the introduction of credit for demonstrated competencies, independent study, and real-world learning. It may be that our current method of tracking student enrollments will need to be adjusted.

The Follow The Child Assistance Center (FTC AC) Board will be created to support FTCAC. Since most training will be done regionally, two school principals from each of the training regions will be asked to serve on the Board. The role of the Board will be to identify priorities and recommend strategies and topics for training. They will also provide input into formative and summative evaluations of the Performance Pathways component of this grant. The Department will also employ system statistics to measure usage and periodically survey teachers about their usage and satisfactions.

PLANS TO DEVELOP AND IMPLEMENT LDS

While our long-range plans are to establish information marts tailored to the needs of individual department staff, educators, other specific users, and the general public, this grant request covers just the first three years of progress toward that goal. We are proposing a project with three complimentary components:

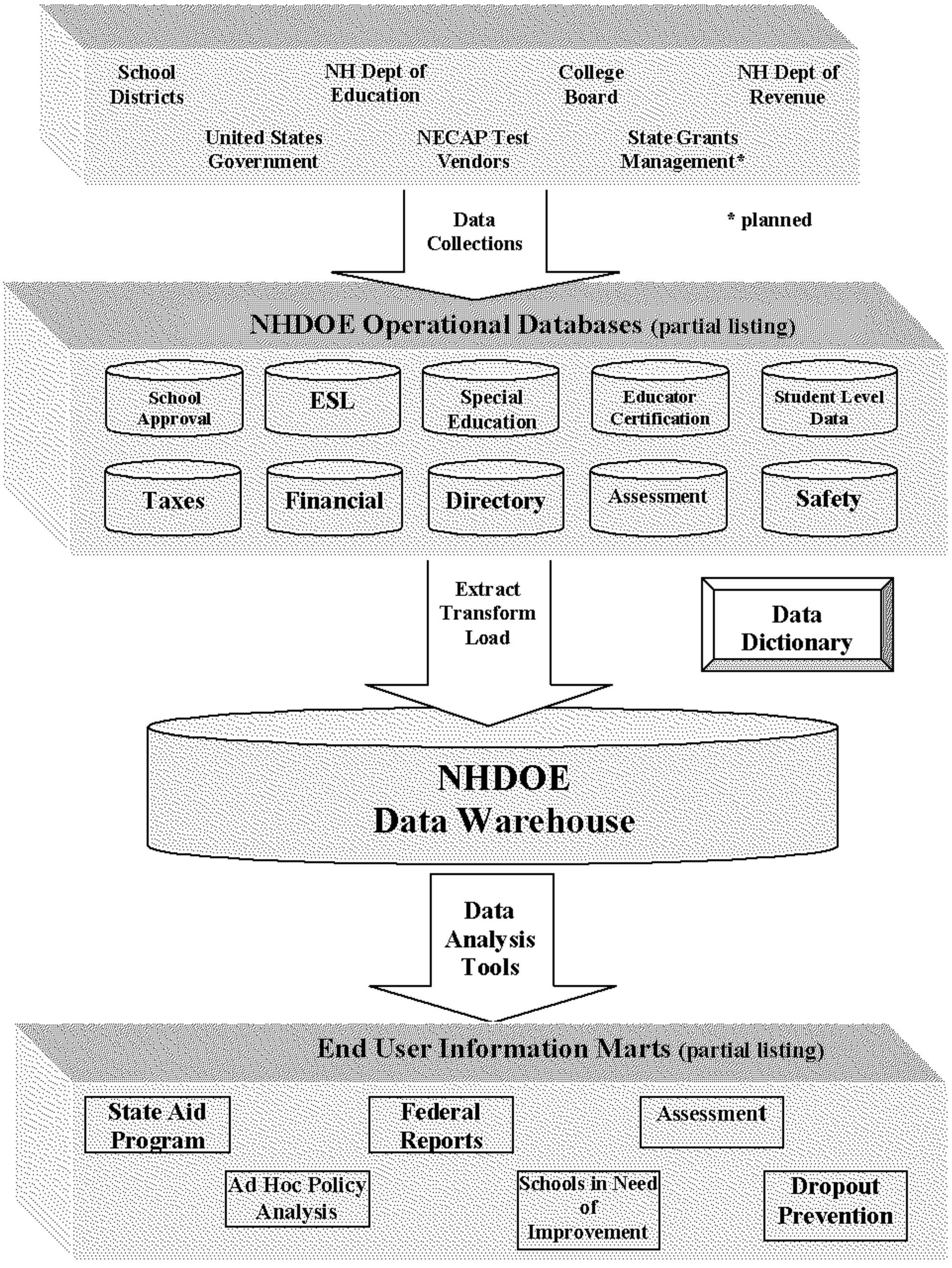
(1) Decision Support System – The Department will create a comprehensive warehouse of P-12 data collected or used by the Department with all types of student, school, district, program and policy data, along with Census, geographic, and tax data. This will be the central data repository for state and federal reporting as well as policy research and analysis, with customized interfaces and ad hoc capabilities. The grant will fund the purchase of hardware and decision support software, along with consultants and three new grant funded staff positions to help design and implement the data architecture and a data model. The Department will continue staffing support after the grant ends.

(2) Expanded Follow The Child Assistance Center - This grant will purchase the two additional Performance Pathways modules to complete the missing elements of an individual student achievement data reporting system. The Assessment Tracker™ module will allow teachers to create their own assessments, set benchmarks, and follow the growth of individual students, and the TechPaths™ module will allow teachers to access a shared library of curriculum and lesson plan resources with built-in links to the State's grade level expectations. With its specific focused on each child, the Follow The Child Assistance Center will be the teachers' longitudinal data system. Districts will be able to manage secure access for their staff and the parents of their students. Teacher training will be partially subsidized by the grant.

(3) P-16 Collaboration on Data Model - The third component of the grant addresses the longitudinal link with higher education. In 2006, the Governor created the P-16 Working Group and asked them to "increase access and success at all education levels by regularly assessing educational accomplishments, bridging curricular, increasing articulation, and sharing data, including the development of a shared data system." A grant funded consultant will work with the Department, the University System of New Hampshire and the New Hampshire Community Technical College System to develop a white paper identifying opportunities and strategies for data sharing. A consultant will also compare the Department's P-12 student data model to those student data models used by the two post-secondary systems.

The two charts on the following pages depict a high level view of the two decision support systems proposed for this grant.

DSS for Policy and Management Architecture



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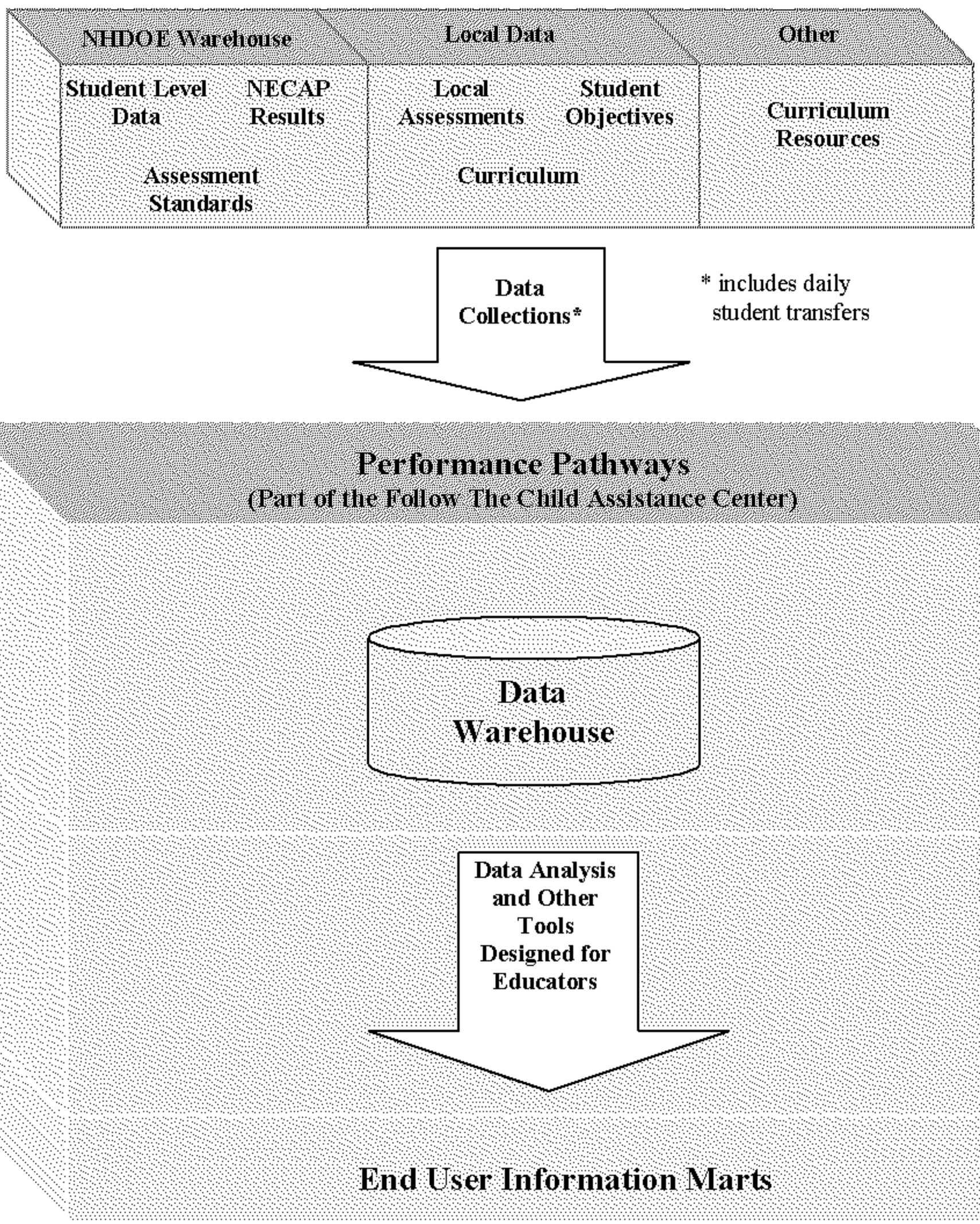
Teachers' Decision Support System Architecture



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The following table indicates the tasks this grant project will complete.

Table of Project Tasks

Task	Description
Decision Support System for Policy and Management Component	
Year 1	
Establish Project Goals & Charter	Co-Directors to meet with key stakeholders (Information Advisory Board, Commissioner's Leadership Council, NHDOE leadership) to define the goals.
Develop Draft Project Plan	Project team and NHDOE data stewards meet to build commitment, clarify goals and objectives, timelines and resource requirements. Develop project plan.
Project Plan Sign-off for Data Warehouse	NHDOE leadership and managers to sign-off on project plan and commit resources.
RFP for Design Specifications for Data Warehouse	Hire consultant with extensive education and warehouse experience to define functional requirements, design specifications, training and services that will be needed.
Hire DSS Team and Finalize Staffing	Finalize staffing for the project based on dependencies, total effort, and durations of identified tasks. Identify NHDOE employees who will be participating in the project. Clarify roles and responsibilities. Develop jobs for new positions.
Inventory Current Data Collections	Identify and document all data collection efforts within the NHDOE. Document relevant data including periodicity of the collection, "owner(s)," methods of collection, and the data items included within the collection. Document data definitions, option lists, and business rules in the data dictionary.
DSS Team Training - Data Warehouse	Provide training in data warehouse concepts for the NHDOE project team employees.
Select Data Warehouse Consultant	Select the consultants to provide analysis, design, and construction services for the new data warehouse.
Gather SEA Data Requirements	Meet with Chief Knowledge Officer, NHDOE program managers and data stewards. Identify current and future needs for data from the LEAs.
Expand the SEA Data Dictionary	Expand the current data dictionary with data elements required by NHDOE for all of its current and anticipated needs, including EDEN data reporting and longitudinal data analysis. Data items will be linked to NCES Data Handbooks and EDEN data standards.
Redesign Data Collections	Design a merged data collection process that still provides the necessary information to NHDOE and reduces the data collection effort for the LEAs. Align with SIF standards.
Develop Data Model	Create logical and physical data models reflecting data elements captured in the data dictionary and the structures of the data to be managed in the data warehouse.

Task	Description
Define Data Warehouse Requirements	Define the requirements of the data warehouse including data requirements such as granularity and longevity. Document standardized reports with and without drill-down capability. Document ad hoc query requirements and specify the data and level of granularity required.
Define detailed project plan	Create a detailed project plan showing tasks, effort, duration, and dependencies with date of deliverables.
Define User Roles & Definitions	Address confidentiality issues. Identify users of the NHDOE Data Warehouse and level of access they should have. Specific user groups will be assigned specific access level(s). Update Student Data Management Policy if necessary.
DSS Team Training - Data Modeling	Train NHDOE project team employees on data modeling.
Define Data Staging Areas	Create staging areas for data to be loaded to the data warehouse – after data elements have been identified, data model is created, load processes documented, and data load plans are created.
Acquire Hardware	Purchase and install Data Warehouse server.
Year 2	
Design Data Transformations	Document in the agency data dictionary the data elements to be included in data warehouse repository(ies), source data elements and collections, and transformation rules, as needed for data to be moved into the data warehouse.
Load Data Plans	Load transformed data into the Data Warehouse based on structure defined in the data model. Load plans will identify missing data needed by data warehouse and validate quality of data as loading.
Create Data Warehouse	Establish processes to deliver and maintain these services for the data warehouse: • data cleansing, data inconsistencies resolution, & data access controls • resolve timing issues, reduce manual interventions • data integration, backup/restore procedures, data attribute definitions
Load Data Warehouse	Perform initial load of data warehouse tables using ETL process.
Tune Data Warehouse	Perform adjustments, indexing, and aggregation, once data warehouse tables have been loaded, to optimize data retrieval using benchmark queries.
Prepare Data Query Tool RFP	Prepare RFP document for OLAP tools that will specify functional and performance requirements for a decision support system.
Conduct Product Evaluations	Evaluation of the responding vendor tools against the RFP.
Purchase and install Data Query Tool	Install OLAP tool and implement security.
Query Tool Training	Vendor provided OLAP training for DW staff and key power users.

Task	Description
Create Standard User Reports	Recreate standards reports adding drill-down and graphs. Create reports specific to user roles as defined in security model. This will allow educators to see data on their classrooms.
EDEN Priority 1 Reports	All EDEN data can now be exported from the data.
Set up Custom Query Environments	Create custom reports for key NHDOE information consumers.
Year 3	
Prepare User Training	Prepare training materials, including on-line guides, for NHDOE data stewards and data users.
Conduct User Training	Train NHDOE staff and LEA power users.
Create Documentation & Update Data Dictionary	As with any project, documentation is not always done in a timely manner. However, updates to the documentation and data dictionary must be completed before the end of the project.
Post Implementation	Provide support to users. Continue to build custom reports. Explore "dashboard" and other options.
Public Access Plan	Evaluate security and ease of use requirements. Develop plan and test prototypes.

Follow The Child Assistance Center Component

Year 1	
Performance Pathways Contract	Contract with Performance Pathways to purchase Assessment Builder in year 1 and TechPaths, the curriculum module, in year 2. Modules will let teachers develop local assessments and local curriculum mapped to standards.
RFP for Training Contractor	Select contractor to develop training materials and provide training on Assessment Builder this year and to lay the groundwork for training in year two on TechPaths curriculum module.
Assessment Builder Installation	Vendor to add module and provide training to trainers.
Assessment Builder Training	Develop training materials and provide Assessment Builder training throughout state at regional centers and school district sites.
Year 2	
Assessment Builder Training	Assessment Builder Training throughout state at regional centers and school district sites.
Install TechPaths Curriculum module	Install TechPaths Curriculum Mapping.
TechPaths Curriculum Training	Develop training materials and conduct TechPaths Curriculum Mapping training throughout state at regional centers and school district sites.

Task	Description
Year 3	
Curriculum Mapping Training	TechPaths training will continue throughout the year across the state at regional centers and school district sites.

P-16 Working Group Component

Year 1	
RFP for Planning Consultant	Hire consultant to facilitate development of a P-16 data sharing plan. Consultant must be knowledgeable about national trends.
RFP for Data Model Consultant	Hire consultant familiar with both P-12 and higher education data systems to compare data models. Include preschool if data sources can be identified.
Data Model Comparison	Consultant to meet with appropriate staff at NHDOE, USNH and NHCTC to collect information. Document student and P-12 teacher data collected by each organization. Facilitate group meetings to discuss data.
White Paper: P-16	Consultant to prepare paper. Identify strategies for tracking students and/or sharing data P-16. Identify current barriers and solutions. Document the objectives, capacity, and concerns of each agency. Make recommendations.
Report: Data Models	Consultant to prepare paper and document data models. Recommend ways to share and merge data.

REQUIRED SYSTEM COMPONENTS

The following list of Required System Components indicates how New Hampshire has addressed or intends to address each item to ensure that all components are eventually included in the state's data systems.

I. Unique, permanent student ID – New Hampshire now uses a unique student identifier for all its student records. This system has been in place since the 2005-06 school year and is working well.

II. Enterprise wide data architecture – Enterprise for this NHDOE project includes the state education agency, LEAs, schools, and classrooms, and, in a limited sense, links into postsecondary education. Enterprise does not currently include parents and students. New Hampshire does not yet have enterprise wide data architecture. There are many separate information systems, and linking data between systems requires the export of files which are then combined using Access. Since not all systems use the same table of school identifiers, hand processing is sometimes required. While the state is able produce EDFacts reports, it is a time consuming process.

We are beginning to develop longitudinal data sets. NH has two years of assessment data. When the new teacher certification system is installed later this year, we can begin to

develop longitudinal teacher data.

This grant proposal will document the enterprise data architecture. It also includes expanding the data dictionary, developing a data model so data collections will be aligned, documenting business rules for other data collections, and creating a warehouse so data from different systems can be linked relationally. It also includes additional licensing for the C4DQ software so that automated validations can be used for other productions systems and the data warehouse.

III. Security Procedures – New Hampshire takes security very seriously. The State Office of Information Technology has dedicated groups that address various aspects of security. NH utilizes SSL and secure FTP and, where appropriate, the security keys. An initiative is under way to consolidate our authentication amongst our various computer applications.

To enhance security, NHDOE is developing an application that will allow district level management of user accounts and permissions. NHDOE has developed Student Data Access and Management Policies that specifically define a user's responsibility for protecting confidential information. Any employee with potential access to personal information will be required to sign a statement acknowledging their understanding of the policy. The policy reflects FERPA as well as more stringent state privacy laws. The policy specifically addresses statistical security.

IV. Automated Reporting – NH has a comprehensive calendar for district data submissions, but it does not have an SEA reporting calendar. This grant includes documenting reporting requirements. A calendar will be developed at the same time.

V. Data Warehouse – NHDOE does not have a data warehouse. The proposal is (a) to create one warehouse and decision support system to support state and federal reporting, policy analysis, research and program management, and (b) to enhance the Follow the Child Assistance Center (FTCAC), a student centered data warehouse and support system for teachers, parents, and students.

VI. Exchange Student Data – NH law currently prohibits the exchange for personal information and the unique student identifier. The P-16 component of this grant will help the NHDOE, the University System of New Hampshire, and the New Hampshire Community Technical College System to develop a plan for linking P-12 data and higher education data about students and educators. This will lay the foundation for a P-16 longitudinal data system. This proposal also includes a study of the exchange of data between NHDOE and post secondary institutions.

VII. Secure access data marts – NH is very limited in providing data to decision makers. Currently, access to data requires programming skills and content knowledge. Excel and Access are the primary analysis tools. This proposal requests funding to provide a broader variety of data to a larger user base.

VIII. Support for analyses and research – Analysis and research is difficult and time consuming. Data is stored in many different data bases and analysis tools are limited. The need to

support policy research is the reason for this grant request, which includes a data warehouse with decision support tools.

(3) Project Personnel

All key project staff have at least ten years of experience in their respective fields. Their qualifications are detailed within their resumes, while a brief description is provided here:

- Lyonel Tracy, Commissioner, will be briefed on project issues on a weekly basis by the Co-Directors, ensuring strong leadership and support. His extensive background in education as a teacher, principal, superintendent, and now as Commissioner, coupled with a keen interest in educational research, will provide the right balance of practical skills and state level leadership.
- Sallie Fellows, Chief Knowledge Officer, will devote approximately (b)(4) of her time as Co-Director of this grant. With twenty-five years of experience collecting and analyzing education data at the state, local, and post-secondary levels, she understands the challenges presented by volumes and complexities of data, as well as funding and staffing constraints. Sallie Fellows will supervise the P-16 project.
- Chris Hensel, Department IT Manager, will devote approximately (b)(4) of his time co-Directing this grant. He has seven years of IT project management experience, most currently in his role as the Department's IT Manager. He provides the necessary experience to ensure that this project stays on track and within budget. Chris Hensel will manage the three grant funded positions, vendor contracts, and State IT support.
- Joseph Pipinias is the EDEN/EdFacts Coordinator and has an extensive background in the design and implementation of systems, project management, structured analysis and design, data modeling and database design. He will assist the decision support system team.
- Adam Heard, Database Coordinator for NHDOE, has a strong background in database systems and will assist the decision support system team.
- Dennis Kosydar, Student Records Database Analyst, has a strong background in data warehouse and decision support systems management. He is the NHDOE representative to the SIF Association. He will assist the decision support system team.
- Cathy Higgins, State Education Technology Coordinator, manages federal technology grants to schools and coordinates professional development and other aspects of educational technology programs throughout the state. She will devote (b)(4) of her time to organizing end-user training for the Performance Pathways modules.

The Personnel Table below outlines the key grant funded and current positions essential to the project.

LDS Project Personnel

State Personnel		
Role	**Responsibility**	**Assigned Person**
Project Sponsor	• Has ultimate authority over operations of the New Hampshire Department of Education (NHDOE) and is responsible	Dr. Lyonel B. Tracy, Commissioner, NH Department of

	for K-12 education in New Hampshire	Education
Grant Management Team		
Role	**Responsibility**	**Assigned Person**
Project Co-Director (Strategic Project Manager) (b)(4)	• Ensures that the project meets the strategic objectives • Makes strategic decisions based on stakeholder input and senior management decisions, ensuring the project stays on schedule • Ensures the project staff work with other staff to meet their needs and that department staff provide the support necessary to keep the project on schedule • Acts as liaison with the Information Policy Advisory Board • Supervises the P-16 component • Provides project updates to senior management and stakeholder groups	*Sallie Fellows* Chief Knowledge Officer State funded
Project Co-Director (IT Manager) (b)(4)	• Supervises Data Warehouse Project Manager • Coordinates with the State OIT Department for technical support as needed • Ensures hardware and software support is made • Manages the IT RFP and contract process • Provides technical expertise to support to the project • Provides project updates to senior management	*Chris Hensel* Dept. of Education Office of Information Technology (OIT) Manager State funded
DSS for Policy and Management Team		
Role	**Responsibility**	**Assigned Person**
Project Manager (b)(4)	• Leads the day-to-day implementation of the DSS component • Manages the project development, keeping the development on schedule, and meeting objectives • Provides technical expertise to support the project • Manages two other DSS staff • Serves as primary technical contact with vendors and consultants	*New position* Reports to Co-Directors Grant funded position
Data Warehouse Manager	• Defines and implements the process of creating, deploying, and managing data models and enterprise-wide metadata for	*New position* Reports to Project

(b)(4)	the data warehouse • Implements OLAP software and Extract/Transform/Load (ETL) software • Works with the NHDOE Database Coordinator to ensure adherence to State and NHDOE security and directory services and SIF standards • Responsible for data warehouse expansion and management	Manager Grant funded position
Business/Data Analyst (b)(4)	• Performs data modeling/mapping • Assists with the ETL process • Uses OLAP tool to develop customized interfaces for users • Provides training and support to users • Analyzes data and creates reports • Transfers student and assessment data to Performance Pathways	*New position* Reports to Project Manager Grant funded position
Other Team Members		
Role	**Responsibility**	**Assigned Person**
(b)(4)	The following existing NHDOE positions will each commit (b)(4) time to the grant project, providing input on design, applications testing, and training coordination.	
EDEN/EdFacts Coordinator	• Support Decision Support System Team	*Joseph Pipinias* State funded
NHDOE Database Coordinator	• Support Decision Support System Team	*Adam Heard* State funded
Student Records Database Analyst	• Support Decision Support System Team	*Dennis Kosydar* State funded
FTCAC Coordinator	• Supervises training for Performance Pathways component • Acts as liaison with the Information Policy Advisory Board	*Cathy Higgins* Reports to Co-Directors State funded
(b)(4)	Approximately 20 other existing NHDOE positions will each provide up to (b)(4) time to the project, providing data for the warehouse and input on design of custom interfaces for the business intelligence software	
Contracted Services		
Role	**Responsibility**	**Assigned Person**
RFP Consultant(s)	• Responsible for writing any RFPs needed for the project	Reports to Co-Directors **Grant funded**
Data Warehouse and OLAP Contractors	• Develop project design with timelines and benchmarks	Report to Operational Project Manager

and Consultants	• Perform various functions such as data modeling and software installation • Provide training	**Grant funded**
Performance Pathways	• Configure Assessment Builder and TechPath for NH • Provide training to trainers	Reports to Performance Pathways Coordinator **100% Grant funded**
Performance Pathways Trainers	• Work with vendor to develop training program • Deliver training at regional centers, districts and conferences	Reports to Performance Pathways Coordinator (b)(4)
Consultant for P-12 and higher education planning	• Assist NHDOE, USNH and NHCTC in developing a strategy for connecting P-12 and higher education data about students and education majors • Produce a white paper • Document P-12 and higher education data models and recommend strategies for connecting data	Reports to Co-Director (Strategic Project Manager) **Grant funded**

(4) Resources

FACILITIES, EQUIPMENT, AND STAFF RESOURCES

Several changes to expand the Department's capacity for data management have occurred over the past year. The new position of Chief Knowledge Officer in the Commissioner's Office will coordinate data activities within NHDOE and serve as one of the Co-Directors for this grant project. To support the collection of student records using SASIDs, staff has been reorganized to create the Office of Student Data Management, and two new state funded positions have been added.

In February 2007, the contract with Performance Pathways was approved and installation of the first module is underway. Training will begin in April and continue through 2007-08. A new teacher certification system is currently under development to allow NHDOE to track longitudinal information about teachers. The certification system is expected to be completed in 2008. A statewide Enterprise Resource Program (ERP) is also under development to provide a comprehensive financial system for all state agencies. This ERP system, which is anticipated to be up and running by July 2007, will allow the NHDOE to more efficiently manage federal grants to school districts and collect detailed information that can be transferred to the data warehouse.

Approximately 25 program administrators and data managers throughout the Department are expected to contribute approximately (b)(4) of their time to support the decision support system for policy and management component. State Office of Information (OIT) will support the new

hardware and software. Through the NHDOE OIT Manger, who is also a Co-Director for the grant, we can tap data warehouse and decision support system expertise in other state agencies.

The University System of New Hampshire (USNH) and the New Hampshire Community Technical College System (NHCTCS) will contribute staff time to developing a strategic plan for P-16 data sharing and comparison of student data models. To support design of the decision support system, Dr. Mary Ellen Fleeger, USNH Associate Vice Chancellor for Research and Planning, has agreed to share her research perspective. Her resume is attached to this proposal. Also included in Appendix B is a letter of support from USNH Chancellor Stephen Reno indicating strong support for this P-16 effort to Follow The Child, and an endorsement letter from NHCTCS Commissioner Simonton regarding the data warehouse and P-16 efforts.

This project has the support of four key professional organizations within our state: NEA New Hampshire, the New Hampshire School Administrators Association (NHSAA), the New Hampshire Association of School Principals, and Early Learning NH. The first three organizations (NEA-NH, NHSAA, and NHASP) have pledged to support professional development activities for teachers within their respective organizational activities, For example, NHSAA sponsors an annual three-day Christa McAuliffe Technology Conference for educators and has offered to select keynote speakers that will compliment the grant's training activities. Most of the conference presenters are teachers, and we expect that they will share their innovative uses of the Follow The Child Assistance Center. Early Leaning NH has pledged its support and commitment to be a part of the P-16 project or Information Advisory Board described within this proposal (see Appendix B for letters of commitment).

FINANCIAL SUSTAINABILITY

With any big project, sustainability is always a concern, and it was the first issue considered by NHDOE in developing this grant application. Both the decision support system for policy and management and the state's new financial management system (ERP) will increase staff productivity. As both projects near completion, NHDOE will reassess its staffing configuration. The Department firmly believes that when grant funding ends, it will be able to maintain staffing levels in order to continue development of the data warehouse and decision support system without increasing the number of state-funded positions. NHDOE promised as much to the chairperson of the House Finance Committee when soliciting support for this grant. The appendices contain letters of support from Governor Lynch, as well as from Representative Rous who chairs the NH House Education Committee and Representative Smith, Chair of the NH House Finance Committees.

Annual maintenance fees for the OLAP software and other licenses will be included in future state budgets. The annual fees for the Performance Pathways modules are substantial. NHDOE has already committed to continued funding of 100% of the Performance Tracker. This grant will cover 100% of Assessment Builder in year one, 50% in year two, and 25% in year three. The grant will cover 100% of TechPaths in year two and 50% in year three. The balance will be covered with other funds. The grant will allow a two year period to demonstrate the value of this product. We expect that student achievement gains, usage statistics, and educator testimony will win continued funding.

NHDOE and local districts always budget a significant amount for teacher professional development. Other state and local funds are expected to cover (b)(4) of the costs for Performance Pathways training during the grant period. By the end of the grant period, most teachers will be proficient in using the system; so on-going professional development will not strain budgets.

CROSS-STATE COLLABORATION

Project staff will seek opportunities to learn from the experiences of other states and collaborate with those engaged with similar activities. NHDOE always sends at least three people to the NCES Summer Data and MIS conferences. NH works collaboratively with Vermont and Rhode Island on its shared NECAP assessment. Both VT and RI are in the process of developing data warehouses. If we receive grant funding we will use the tri-state assessment collaborative to learn from them. South Carolina is implementing a student level data collection, and NHDOE has offered to share our applications with them. South Dakota has a statewide contract with Performance Pathways and we have been in contact with them about collaboration activities.

The State Educational Technology Directors Association (SETDA) has proposed the formation of a collaborative of states developing data warehouses or making a statewide deployment of a standardized curriculum and assessment system for teachers (i.e. products like Performance Pathways). If they are successful in forming a collaborative with states that share our interests, we will participate. It will be an opportunity to share lessons learned, strategies, data models, and tools. Services will include:

- A **Collaborative Website** exclusively for participating states will include tools, specifications, design documents, sample RFPs, and participant progress reports. NH will have its own area to use for communication with representatives of our stakeholder groups.
- **Quarterly virtual roundtables** (via one hour conference call format) with other states will be an opportunity to discuss topics of common interest. When appropriate, SETDA will also secure experts to participate.
- **Workshops** that coincide with **national conference** will provide an opportunity for participants to meet face-to-face. Conference possibilities include those sponsored by SETDA, NCES, CCSSO, ASA, NSBA, NCES, FETC, NECC, and CoSN. SETDA will also facilitate **conference presentations** for and by participants.
- SETDA maintains an outreach to other educational stakeholders, including CCSSO, ELC, NAESP, NMSA, NASSP, DQC, AASA, NSBA, ISTE, CoSN, NCTM, NSTA, NEA, AFT, FETC, and the RTECs.

(5) Management Plan

ACHIEVING PROJECT OBJECTIVES

The specific management responsibilities are outlined in the Personnel Table above.

A common reason for delays in data warehouse/DSS projects is the lack of human resources. To avoid this problem, NHDOE has included three new staff positions in the proposal. These positions will be (b)(4) dedicated to the project. They will also take on as much responsibility as possible, so no current staff will be expected to devote more than (b)(4) of their time to the project. Key NHDOE staff, particularly the Data Stewards, will have a critical role to play in this grant component. To obtain their support, they will be involved in drafting the project plan in the first month of the project. The Chief Knowledge Officer (CKO) will be responsible for resolving any problems with program staff participation. The IT Manager and Co-Director is supervisor of many of the Data Stewards. He will also be responsible for contract management. Should NHDOE need special assistance with hardware, software, or design problems, the Project Director of the State's Office of Information Technology has committed to providing support. (See letter of commitment in Appendix B.) Mary Ellen Fleeger, Vice Chancellor for Research and Planning at USNH, with her considerable research experience, will serve in an advisory capacity to the Decision Support System team.

The Co-Directors will keep in close touch with the Project Manager and his/her staff. The CKO will provide the Commissioner with a weekly update. The Co-Directors will jointly prepare a written monthly progress report, identifying any delays and noting the adjustments that will be made to keep the overall project on time and within budget. The Co-Directors will periodically update NHDOE and external stakeholders through the Department's Monthly Newsletter.

Cathy Higgins, NHDOE Educational Technology Coordinator, will coordinate the FTCAC component. She will supervise the contracted trainers and organize activities at six regional professional development centers, as well as activities with NEA New Hampshire, the New Hampshire School Administrators Association (NHSAA), the New Hampshire Association of School Principals, and Early Learning NH. The first three organizations (NEA-NH, NHSAA, and NHASP) have pledged to provide professional development activities related to the FTC AC component.

The CKO will supervise the P-16 project and serve as the primary contact to the U.S. Department of Education. This component will receive ongoing support from Mary Ellen Fleeger and her USNH staff. NH Community Technical College System and the Early Learning NH organization will also participate in developing the P-16 white paper and data model comparison.

Ongoing Evaluation for Continuous Improvement

During the early stages of constructing the Decision Support System for Policy and Management, the Co-Directors will share working documents and the monthly reports with the Data Stewards. The Project Manager and Co-Directors will meet regularly with this group and include their input in the monthly reports. We will monitor Data Stewards and program managers to ensure that individual work loads are reasonable.

Late in the second year of the DSS Policy and Management Component, we will design the interfaces for NHDOE staff, district power users, and possibly the public. As those interfaces are developed, we will get feedback from the early users that will help us learn the approaches that

work best for users with different needs and different levels of skill. We will use our existing information governance structure to get feedback.

To evaluate the effectiveness of the Follow The Child Assistance Center (FTCAC) training program, NHDOE will use participant evaluations and interviews at the beginning of the project and make adjustments based on their feedback. We will keep records of training attendance records, so that we can reach out to schools that are not participating. As the project progresses, we will survey principals. The Department will also employ system statistics to measure usage and periodically survey teachers about their usage and satisfactions. We will also get feedback at the monthly meeting of superintendent. All of this information will be presented to the FTCAC Advisory Board. The Board will identify priorities and provide feedback on training and the overall effectiveness of the FTCAC, and periodically report to, or meet with, the Commissioner.

The CKO will meet with and keep in close contact with the participants of the P-16 component to ensure that the consultants are accomplishing the tasks on schedule. The participants will submit the white paper and recommendations to the Governor.

Collaborative Data Collection

While developing the student level data collection, NHDOE developed a strong partnership with the District Data Coordinators. We meet with them about 4 times per year, and communicate via email updates and quarterly newsletters. In addition to providing training, we always address quality control issues, and actively seek their input. As data providers, this group is a major stakeholder. As the Decision Support System Policy and Management Component and the FTCAC become available, we expect that this group will also become a major consumer of information. This grant also includes extended licensing for C4DQ data validation software. The current license covers only the new student level records. NHDOE would like to use the software for other data collections.

We expect that the P-16 project will eventually result in sharing data with USNH and NHCTCS.

Using LDS for Research, Decision-making, and Student Achievement

If this grant is funded, New Hampshire will make one giant leap forward in providing meaningful P-16 information to educational leaders, legislators to assist with evaluation of the effectiveness of various programs, practices, and policies. We expect the P-16 planning support will result in a data model that will allow us to Follow The Child from preschool through graduate school. We believe that the best chance for all children to be proficient by 2013 is through an expanded Follow The Child Assistance Center that supports multiple assessments, teacher designed formative assessments, and curriculum linked to academic standards. We further believe that an expanded FTCAC has the potential to help each child reach his physical, social, and personal goals by providing non-academic assessments.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **3683-Mandatory_NH_Budget_Info_Non-Construction_Pgms_(ED_524)_Section_C.pdf**

Attachment 2:
Title: Pages: Uploaded File: **6369-NH_Resumes.pdf**

Attachment 3:
Title: Pages: Uploaded File: **572-NH_Appendix_A_-_Timeline.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1347-NH_Appendix_B.pdf**

NH Department of Education

2007 Statewide Longitudinal Data System Grant

USDOE Funds

Description		Year 1	Year 2	Year 3	
1. Personnel					
Project Manager	(b)(4)	55,672	59,504	63,488	**Labor Grade 31**
Database Administrator	(b)(4)	53,106	56,664	60,342	**Labor Grade 30**
Business Analyst II	(b)(4)	53,106	56,664	60,342	**Labor Grade 30**
		161,884	172,832	184,172	
2. Fringe Benefits					
	48%	77,704	82,959	88,403	
3. Travel					
Warehouse concepts course, 2-day for 3 NH project team members, 3 x $1,250		3,750			
Data Modeling Concepts Course, 2-day for 3 NH Team Members		3,750			
Data Query Software training, 4-day, 5 NH staff			8,750		
National Meetings, 2 staff, 2 day each		5,000	5,000	5,000	
In state travel to school districts		2,000	2,000	2,000	
		14,500	15,750	7,000	
4. Equipment					
Database Server Cluster with Disk Array		40,000			
Reporting Server		10,000			
3 PCs @ $1,200 each		3,600			
Laptop		2,000			
Printer		2,000			
Data Modeling Software		5,000			
Data Validation Software		50,000			
OLAP Support Tool			150,000	22,500	**15% maintenance costs**
		112,600	150,000	22,500	
5. Supplies					
General Office Supplies		3,000	1,000	1,000	
6. Contractual					**Yr1** **Yr2** **Yr3**
Decision Support System					
DSS Contract RFP Writer ($500/day)		20,000			**40 days**

NH Department of Education

2007 Statewide Longitudinal Data System Grant

Description		Year 1	Year 2	Year 3			
Project Manager ($1,000/day)		120,000	120,000	60,000	**120 days**	**120 days**	**60 days**
Software consultants ($800/day)		180,000	280,000	240,000			
		320,000	400,000	300,000			
Follow The Child Assistance Center							
Assessment Builder Contract		100,000	50,000	-	**Year 2 - USDOE 50%, NHDOE 50%**		
Tech Paths Curriculum Contract		-	260,000	130,000	**Year 3 - USDOE 50%, NHDOE 50%**		
FTCAC Training ($600/day)		30,000	120,000	105,000	**50 days**	**200 days**	**175 days**
		130,000	430,000	235,000			
Collaboration - SETDA							
State Educational Technology Directors Association (SETDA) Support Services		20,000	20,000	20,000			
P-16 Data Sharing							
P16 comparison white paper		30,000					
P16 comparison data model		70,000					
		100,000	-	-			
Total Contractual		570,000	850,000	555,000			
7. Construction							
Not Applicable							
8. Other					**Yr1**	**Yr2**	**Yr3**
Space Rental - 3 NH employees		7,407	6,552	6,552	**2,469/person**	**2,184/person**	**2,184/person**
9. Total Direct Costs Subtotal							
		477,095	429,093	309,627			
10. Indirect costs on personnel, travel		264,495	279,093	287,127			
Items 1-3, 5 & 8 NOT 4, 6, & 11	**8%**	21,160	22,327	22,970			
11. Training							
Data modeling - 3 people 3 days		4,500			**$500 per day**		
DW training -3 people 3 days		4,500			**$500 per day**		
Data query tool training - 5 people 4 days			10,000		**$500 per day**		
Total Training		9,000	10,000	0			
Total USDOE		977,255	1,311,420	887,597	**$3,176,272**		

NH Department of Education

2007 Statewide Longitudinal Data System Grant

Description	Year 1	Year 2	Year 3
NHDOE Funds			
Typ Description	**Year 1**	**Year 2**	**Year 3**
1. Personnel			
NHDOE Staff		(b)(4)	
2. Fringe Benefits			
		(b)(4)	
3. Travel	-	-	-
4. Equipment	-	-	-
5. Supplies	-	-	-
6. Contractual			
Follow the Child Assistance Center			
Assessment Builder Annual Fee	-	(b)(4)	(b)(4)
TechPaths Annual Fee	-		
7. Construction	-	-	-
8. Other	-	-	-
9. Total Direct Costs Subtotal		(b)(4)	
10. Indirect costs on personnel, travel			
Items 1-3, 5 & 8 NOT 4, 6, & 11	(b)(4) -	-	-
11. Training			
Training of LEAs	(b)(4)	(b)(4)	

	Yr1	Yr2	Yr3
	50 days	**200 days**	**175 days**

Total NHDOE	(b)(4)

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
RESUMES

Lyonel Tracy, Commissioner – Project Sponsor

Sallie Fellows, Chief Knowledge Officer – Project Co-Director

Norman C. Hensel, IT Manager – Project Co-Director

Joseph Pipinias, EDEN/EdFacts Coordinator – DSS Team Support

Adam Heard, Database Coordinator - DSS Team Support

Dennis Kosydar, Student Records Database Analyst - DSS Team Support

Cathy Higgins, State Educational Technology Coordinator – Training Coordinator

Lyonel B. Tracy, Ed.D.
Commissioner, New Hampshire Department of Education

Dr. Tracy began his educational career teaching high school English. He later became an assistant principal/athletic director before moving to a superintendency / principalship in 1987. In 1991 he became a full-time superintendent of schools, and has served in this capacity in the States of Maine, Vermont, and New Hampshire. In 2002, Dr. Tracy was elected President of the New England Association of School Superintendents.

He earned his Doctorate in Educational Administration and Policy Studies from George Washington University in Washington, D.C. in 1997. His CAGS and Masters in Education were earned at the University of Maine in Orono. His Bachelors Degree is from the University of Maine in Farmington.

Dr. Tracy was elected by the Portsmouth School Board in December 1999 to become its Superintendent of Schools effective July 1, 2000. Since taking over the leadership of the Portsmouth schools, Dr. Tracy has worked to facilitate educational opportunities to develop school/community/business partnerships as well as partnerships among the City's departments. He, along with representatives from the Police, Fire and Schools, as well as other agencies, attended a week-long training at the Center for Missing and Exploited Children in Virginia. The Portsmouth Safe Schools Team was formed as a result of this training to ensure that all Portsmouth's children and school personnel are safe in our schools.

In the fall of 2002, Dr. Tracy was a facilitator in a study circles group that addressed racial and ethnic issues in the City of Portsmouth. That initiative was the result of an active partnership between the Portsmouth Police Department and the National Association for the Advancement of Colored People (NAACP). The study circles initiative was a successful attempt to create cooperation and collaboration among the Portsmouth schools, the Portsmouth Police Department, and the Seacoast NAACP.

Dr. Tracy is an active member of the New Hampshire Parent Teacher Association (NH PTA), and served as past Chair of its Education Committee. He has taught courses on leadership styles as an adjunct faculty member of the University System of New Hampshire and Plymouth State University.

In the fall of 2004, Dr. Tracy was asked to serve on the United States Department of Education's Regional Advisory Committee for the Northeast Region. His committee was charged with conducting an assessment of the educational technical assistance needs of the region and preparing a report on those needs to the Secretary of Education and to the Director of the Institute for Education Sciences.

On March 23, 2005, the New Hampshire Executive Council unanimously approved Governor John Lynch's nomination of Dr. Tracy to be the next Commissioner of Education for the State of New Hampshire. He will take the Oath of Office on April 13, 2005.

(b)(6)

SALLIE D. FELLOWS

EMPLOYMENT

2006 – Present **Chief Knowledge Officer,** Office of the Commissioner, New Hampshire Department of Education

- Reports directly to the Commissioner of Education acting as lead person for statewide policies, procedures, and applications development related to PK-16 data and the state's funding of K-12 education. Promotes the availability of high quality information to support policy decisions at the state and local levels.
- Assists the Commissioner by articulating strategic direction for the use of information to support department goals and the application of effective information management practices.
- Directs the State's largest distribution of aid to school districts by interpreting legislation, formulating policies and procedures, and auditing calculations.
- Oversees K-12 data activities statewide to ensure adherence to regulations and data standards, including assisting IT and program administrators with applications development.
- Directs the analysis of student, financial, demographic, economic, and other data to comply with federal and state reporting requirements, and to support department and legislative decision makers.
- Liaison to the Governor's Office and the Legislature for information, data analysis, and school funding.

1999 -2006 **Administrator,** Bureau of Information Services, NH Department of Education

- Managed the calculation and distribution of the State's largest aid program to school districts. (15% of the State budget exclusive of federal revenue)
- Supported the legislative and executive branches in analyzing the impact of alternative aid distribution formulas.
- Managed the collection, analysis and reporting of enrollment and staffing data.
- Managed the collection, analysis and reporting of school district budgets and expenditures.
- Project leadership for the implementation of a web based data collection.
- Team Leader for the design and implementation of the web based NH School District Profiles, which contains multiple years of assessment, demographic and financial data for each school and district.
- Developed the Data & Reports section of the Department's web page, providing the public with current and historic data in html, pdf and spreadsheet formats.
- Revamped the reporting of school district expenditures by segregating recurring (i.e. operating) expenditures, non-recurring capital items, and bond principal, thus eliminating double counting.
- Implemented the reporting of a true class size. Previously only student:teacher ratio was available.
- Team Leader for revision of the dropout definition and reporting procedures.

- Developed the "estimate cumulative dropout rate", the percentage of students that will dropout before graduation. The cumulative rate matches the general public's concept of a dropout rate.

1997 – 1999 **School Business Administrator**, SAU 56, Somersworth, NH

- Managed the finances of Somersworth School District, Rollinsford School District and SAU 56. The three budgets total more that $14 million.
- Responsible for personnel and benefit administration, including collective bargaining disputes, and support for contract negotiations.
- Responsible for plant management.
- Responsible for district management in the absence of the superintendent.

1985 – 1997 **Systems Development Specialist IV,** Office of Information Services, NH Department of Education

<u>Data Management</u>

- Calculated Foundation Aid, $65 million; Catastrophic Aid, $8 million; and Kindergarten Aid, $6 million.
- Supported the Legislature by analyzing alternative aid distribution formulas. Represented the Department on the legislative committee studying Foundation Aid (1992-93).
- Supervised the collection and reporting of enrollment data.
- Processed district financial data and prepared reports.
- Team Leader for revision of the *NH Financial Accounting Handbook for School Districts*. Worked with New Hampshire Association of School Business Officials and the Department of Revenue Administration.
- Created supplemental sections for detailed reporting of special education, special programs and transportation expenditures.
- NH's representative to the National Forum on Education Statistics (1990-95), including a term Vice Chair of the Technology Dissemination and Communication Committee (1994-95).
- Member of the US Department of Education's Automated Information Retrieval Systems Task Force (1992-94). This group sponsored pilot projects for accessing national education statistical databases and exchanging student transcripts via the Internet.

<u>Technology</u>

- Made the NH Department of Education the first state agency connected to the Internet. (1991)
- Co-leader for *Project GRANet: A Vision Statement and Action Plan*, a plan for helping school connect to, and effectively use, the Internet. (1992-93). Obtained grant funding to provide Internet accounts for superintendents.
- Presented seminars on developing district technology plans and using the Internet.
- Administered the k12.nh.us Internet domain, and helped districts get connected.
- Represented K-12 education in the NH Telecommunications Consortium sponsored by the Business and Industry Association (1994-95).
- Participated in the School Networking Group of the IETF, the Internet standards body (94-95), and other national groups.

- Leadership team member for the development the Department's enrollment and teacher certification database applications.
- Developed a variety of applications using Cognos' 4th generation programming language, BASIC, and spreadsheets.

1980, 1990 **Census Enumerator,** part-time, Bureau of the Census, US Department of Commerce

- As a field census taker, learned about census data, particularly long form items and the collection techniques used in rural areas.

1983 – 84 **Applications Specialist,** Hastek, Inc., Manchester, NH

- Provided training and support for financial accounting and newspaper circulation packages.
- Developed documentation and tested new applications.

1980 – 83 **Institutional Researcher, Data Analyst**, Offices of Institutional Research and the Registrar, Plymouth State University

- Developed computer applications using a 4th generation language and SPSS.
- Analyzed data and prepared federal and internal reports.
- Coordinated student registration and grade reporting.

CONSULTING

- Grant proposal evaluator for the Telecommunications Information and Infrastructure Assistance Program, National Telecommunications Infrastructure Administration, US Department of Commerce (1994-1996). Reviewed proposals to fund innovative uses of the Internet submitted by schools and community organizations.
- Research consultant for CRM, Inc., Hampton NH. Researched K-12 Internet activities as part of a marketing study for MCI. (1995)
- Technical consultant for SERESC. Installed dial-up access for superintendents. (1994)
- Book reviewer for Prentice Hall (1994). Reviewed the first draft of a book for teachers about the Internet.

EDUCATION

2000 Graduate Certificate in School Business Administration,

Southern New Hampshire University (Program included Quantitative Analysis elective)

1980 Masters of Education, Administration, University of Massachusetts, Amherst

1974 Bachelor of Arts, Psychology, Skidmore College, Saratoga Springs, NY

Ongoing - Many additional courses in computer programming, network administration and business management

AWARDS

- Governor's Excellence Award for support to the NH House Finance Committee. (2004)
- Army Commendation Medal for developing a system to maintain company training records. (1978)

Norman.C.Hensel

(b)(6) (b)(6)
Email: Chris.Hensel@oit.nh.gov

Education

New Hampshire Certified Public Manager Program, State of NH
Certified Public Supervisor Program (CPSP) Graduate, 2001

Keene State College, Keene, NH
B.S., Computer Science. GPA: 3.78/4.00, 1996

Skills

Over twenty-five years experience in the information systems field in a variety of technical environments, providing operational, programming, analytical and management services to meet business application objectives.

Professional Experience
2000 - Present

Information Technology Manager II/ III
State of NH, Department of Revenue & Office of Information Technology, Concord NH

- Formulates information technology program scope, plan, and objectives; recommends assignments to agency administrators and assigns team member tasks.
- Researches, recommends and implements acquisition of all necessary resources, including hardware, software and systems design and development standards required assuring completion of information technology projects.
- Assigns and schedules operating system software, network communications software and hardware updates on multiple computer platforms.
- Supervises and reviews completion of work products by assigned team members.
- Manages development, testing and implementation efforts for information technology programs.
- Analyzes system performance problems to determine the best solution and takes steps to implement the solution.
- Manages assigned teams to ensure utilization of approved development tools and adherence to design standards.
- Develops monitors and administers agency information technology budget.

1996 - 2000

Systems Development Specialist V

State of NH, Dept of Revenue Administration & Dept of Admin Services, Concord, NH

- Developed and revised work methods and procedures related to the design, development and implementation of computer application systems.
- Scheduled and conducted professional training and managed work of assigned project resources.
- Developed project plans including resource, time and cost estimates.
- Developed and implemented application system test plans.
- Coded, modified, maintained and integrated moderate to complex programs from detailed/general specifications, in order to meet project requirements.
- Reviewed reports and made conclusions concerning programming or analysis standards and procedures.
- Analyzed program and system problems, determined resolutions, and implemented solutions.
- Documented procedures and proposed systems and operating methods.
- Participated in computer feasibility reviews to increase effectiveness.

1994-1996

Programmer Analyst

PVA-EPVA, Wilton, NH

- Supported clients and Fund Raising Management and Development Groups to meet their production schedules.
- Assisted in the marketing analysis of fund raising programs.
- Worked on the design development, implementation and support of systems and applications.
- Updated major processing jobs to eliminate redundancy, reduce errors, ensure accurate use of job options, and streamline procedures and documentation changes.

1988 - 1994

Jr. Programmer/ Programmer/ Programmer Analyst/ Business Systems Analyst

Brookstone Company, Peterborough, NH

- Designed, developed and implemented various computer applications with supporting staff.
- Planned and scheduled the tasks of retail and mail order inventory and sales systems.

- Initiated work procedures and guidelines for supporting staff.
- Analyzed process flow and data flow to design and implement automated information systems.
- Developed and wrote computer programs, job control language, and utilities for the department's application systems.
- Assisted in programming, testing and implementing an on-line daily Executive Retail Flash Sales reporting system for store/district/regional and corporate levels of business. Performed data conversions.
- Played an integral role in the implementation of a complete business solution software package (AS/400 *Island Pacific*) including conversions of IBM 4381 data and interface from mail order and point-of-service systems.
- Led the selection process team and implemented the nationwide point-of-service PC-based cash register hardware and software replacement; including interface to AS/400 sales and inventory systems.

1981 - 1988

Computer Operator/ Production Control Analyst/ Administrative Coordinator of Production Control
Lazarus Department Stores, Cincinnati, Ohio

- Responsible for NCR, GIC and IBM point-of-sale software, maintenance, operational support, and user documentation.
- Responsible for the running, monitoring and problem resolution of all the Departments production batch jobs.

Joseph Pipinias

(b)(6)

Education

University of Maine, Orono, ME
M.S. Systems Engineering

Colby College,
B.A Physics

Skills

Data Extensive background in the design and implementation of systems. Knowledgeable in a variety of business, technologies and platforms. Training in project management, problem solving and decision making, structured analysis and design, data modeling and data base design.

Software skills include Microsoft Office applications, MS Access, MS Project, Cognos Powerplay and Impromptu, SQL, Crystal Reports, HTML, Macromedia Dreamweaver, Visual Basic.

Professional Experience
2001 - present

Education Consultant
New Hampshire Department of Education, Concord, NH

- Web Reporting
  Assist the Webmaster with the more technical tasks required to maintain the current NH Dept of Education Web site. Also responsible for the publishing of the NH Department of Education statistical reports. Reports consist of enrollment and financial data for schools summarized to school district and state levels.

- EDEN/EdFacts Coordinator
  Responsible for collecting, summarizing, and transmitting data to the U.S. Dept of Education's Education Data Exchange Network.

- NH Bureau of Credentialing
  Responsible for maintenance of existing teacher certification database.

1994 – 2001

Project Manager/Business Analyst

PC Connection, Merrimack, NH

- Web Application Conversions
  Managed concurrent projects to convert existing 2-tier, client-server applications to server-based Web applications

- J.D. Edwards Implementation
  Responsible for overall redesign and implementation of J.D. Edward's World Enterprise Sales Order Entry system

- Product Wizard Implementation
  Project manager of project to replace mainframe product information system for 500+ users with a new client-server application using PowerBuilder and Oracle.

1991 - 1993

Manager, Distribution Applications

Addison-Wesley Publishing Company, Reading, MA

- Implemented an enterprise-wide order processing and distribution software package in an IBM mainframe environment using COBOL, CICS, IMS, VSAM.
- Managed efforts of 3 project teams consisting of analysts, programmers and consultants.

1985 - 1991

Application Development Manager

L.L. Bean, Freeport, ME

- Project team leader/designer for major system implementations:
  - Purchase Order Management
  - Fraud Detection
  - On-Line Order Entry
  - Warehouse Inventory Replenishment
  - Personnel/Payroll

Adam Heard

(b)(6) (b)(6)
Email: aheard@ed.state.nh.us

Education

New Hampshire Technical Institute Concord, NH
Certificate in Computer Information Systems, 2000

Northeastern University, NH
M.B.A., Masters in Business Administration, 1991

Macalester College, St. Paul, MN
BA, Bachelor of Arts, Business and Economics, 1980

Skills

Microsoft SQL Server Administration, SQL Query Language, Visual Basic, ASP, Dot Net, Microsoft Access

Professional Experience
1999 - present

Database Administrator
State of New Hampshire Office of Information Technology, Serving NH Department of Education, Concord, NH

- Administer Department's Databases
- Support Software Development Projects
- Support Existing Software Applications
- Development of Software
- Applications Developed –
    - 2004 – Technical Lead for i4see Student Information System (Web, ASP Dot Net). Involved project management, web development and database design and implementation
    - 1999 – Technical Lead for Educational Statistic System (ESS) (Web, ASP Visual Basic)
    - 2002 Developed School Approval System
    - 2003 Developed ESOL System To enable schools to enter and track students who are English speakers of Other Languages

1991 – 1999	**Controller and IS Manager** *Bailey Distributing Corp, Manchester, NH* • Supervised Staff of 8 • Responsible for General Ledger, Accounts Payable, Purchasing and Inventory Control, Accounts Receivable, Collections, Payroll, Personnel, Information Services
1986 - 1991	**Accounting Manager** *GeneTrak Systems, Framingham, MA*
1983 - 1986	**Controller** *MedChem Products, Woburn, MA*
1980 - 1983	**Assistant Controller** *Johnson Brothers Wholesale Liquor Company, St.Paul, MN*

Dennis B. Kosydar

(b)(6) (b)(6)
Email: dkosydar@ed.state.nh.us and

Education

New Hampshire College, Manchester, NH
M.B.E., Masters in Business Education, 1995
B.S., Bachelor's in Management, Magna Cum Laude, 1981

Southeastern Massachusetts University, No. Dartmouth, MA
Bachelor of Arts degree program

United States Army/Army Reserve, Southeastern Signal School, Fort Gordon, Augusta, GA
Communications Specialist, Honorable Discharge

Plus School of Business, Fall River, MA
Certificate, Computer Pgm & Operations (COBOL, Fortran, RPG, Assembler)

Skills

Data Warehouse "front-end" reporting tools, Business Objects, SQL, Crystal Reports, COBOL, Cognos Powerhouse, Microsoft Applications, Project Management, Systems Analysis and Design, Training, Documentation and Technical writer, Career Planning and Development

Professional Experience

2006 - present

Education Consultant
New Hampshire Department of Education, Concord, NH

- Create various reports for the State using SQL and MS SQL Server
- Help ensure that SAU's, Districts, and Schools submit accurate and timely data to the State
- Provide progress reports to Field Support personnel detailing submission data
- Define data elements, create/maintain tables for SLED (Student Level Education Database)
- Member of i4see (Initiative for School Empowerment and Excellence) team
- State member of SIFA (School's Interoperability Framework Association)
- Attend SIFA conferences and training sessions

1989 – present	**Adjunct Faculty** (16,000+ hours of training experience) *Seacoast Career Schools, Manchester, NH* *Southern New Hampshire University, Manchester, Salem, and Nashua, NH* *Hesser College, Manchester, Salem, Nashua, and Concord, NH* *Franklin Pierce College, Salem, and Nashua, NH* **Courses taught include:** Intro to Data Processing, Computer Programming, Computer Technology, Systems Analysis and Design, Microsoft Applications, Career Planning and Development
2004 - 2005	**Account Executive/Training Manager** *Whipplehill Communications, Bedford, NH* • Provide Helpdesk support for external customers • Deliver software training to both internal employees and external customers • Assist with customer data conversions and SQL scripts • Create and maintain user documentation and training materials • Manage the company's Knowledge Base System • Develop and maintain Standard Operating Procedures
2001 - 2003	**Senior Programmer/Analyst** *United Natural Foods, Inc., Dayville, CT* • Update data in company's Data Warehouse • Provide reports from Data Warehouse using SQL and Crystal Reports • Lead the company's Intranet project to provide Information Technology standards/reports and Human Resource information on-line • Responsible for developing/maintaining Standard Operating Procedures • Provide Helpdesk support • Provide Programming and Analysis using Powerhouse, COBOL, and Dibol
2000 - 2001	**Decision Support Services Manager** *PC Connection, Merrimack, NH* • Manage the "front-end" user interface of the company's Data Warehouse • Evaluate Data Warehouse software products

- Provide reports from Data Warehouse using Business Objects, SQL and Crystal Reports
- Member of TDWI (The Data Warehouse Institute)
- Attend Data Warehouse conferences and seminars
- Promoted from Senior Systems Analyst to Decision Support Services Manager

1998 - 2000

Principal Consultant
Keane, Inc., Lexington, MA and Bedford, NH

- Work at various customer sites
- Perform Programming, Analysis and Design using Cognos Powerhouse and COBOL
- Perform data conversions
- Enhance programs for client's warehouse elimination project ($100,000 project)
- Developed new loan system for client's 401K plan

1995 - 1998

Information Systems Manager
Webster Industries, Peabody, MA

- Responsible for company's Information Technology department
- Perform Programming, Analysis and Design using COBOL and imbedded Oracle
- Perform data conversions
- Develop an on-line problem/request logging and tracking system
- Reported department plans, budget, projects, performance and schedules to upper-management

1981 - 1995

Principal Software Specialist
Digital Equipment Corporation, Burlington, MA, Bedford and Merrimack, NH

- Provide software pre and post sales support
- Lead and manage several projects
- Perform Programming, Analysis and Design using COBOL
- Perform data conversions
- Develop functional and programming specifications
- Develop SDQA (Software Development Quality Assurance) documents
- Received "Outstanding Achievement Award" for exceptional project leadership and performance in 1988

Cathy Giebitz Higgins

(b)(6) (b)(6)
Email: chiggins@ed.state.nh.us

Education

Argosy University, Sarasota, FL
A.B.D., Educational Leadership Program
Anticipated degree completion: July, 2007
Dissertation Research: Examining state assessment data, student perception surveys, and individual student artifacts to determine the impact of digital portfolio use on middle school students' levels of engagement and achievement.

Plymouth State University, Plymouth, NH
Certificate of Advanced Graduate Studies, 2002

University of Massachusetts, School of Education, Amherst, MA
Masters of Education, 1989, Instructional Leadership Program

Southeastern Massachusetts University, North Dartmouth, MA
Summer 1985, Kodaly Music Educators Institute, Level I Certificate

North Park College, Chicago, IL
Bachelor of Arts, 1985, Music (voice) education emphasis

Control Data Institute, Los Angeles, CA
Certificate, 1982, Computer Pgm & Operations (COBOL, Fortran, RPG, Assembler)

Professional Experience

11/97 - present

State Educational Technology Coordinator
New Hampshire Department of Education, Concord, NH

- Direct the Enhancing Education Through Technology Program, a federal grants program provided by Title II-D of the No Child Left Behind Act
- Coordinate statewide network of regional professional development centers to provide technology-enhanced training to educators, including data-driven-decision making, ICT literacy, online and video-conferenced courses in all content areas, NCLB title program assistance, and more
- Direct the Online Professional Education Network in New Hampshire (OPEN-NH) Initiative, a federally funded nine-state collaborative providing online courses to educators
- Develop and implement programs for integration of technology in NH schools and utilize NH Educators Online web portal for information dissemination
- Assist local school personnel in planning and developing educational technology programs based on national guidelines, state standards, and current trends in technology practices

	• Facilitate the activities of the Statewide Educational Technology Council in development of Statewide Educational Technology Plan • Participate in public & professional discussions related to educational technology through membership on statewide committees and organizations and preparation and distribution of reports, studies, and bulletins related to technology integration • Collaborate with other public and private agencies to improve educational technology services • Evaluate current research and recommendations for improving the quality of technology access and use in promoting teaching and learning • Direct the activities of federal Preparing Teachers to Use Technology (PT3) Grant (1999-2004)
6/06 – present	**Adjunct Faculty, Computer Technology Educator Program** *Plymouth State University, Education Department*
4/94 - 9/97	**Independent Educational Software Consultant**
9/89 - 11/94	**Instructor and Coordinator** for Adult and Family Literacy Programs *Alamance Community College, Burlington, NC* *Wake Technical Community College, Raleigh, NC*
Professional License Valid to 6/30/09	New Hampshire Beginning Educator Certificate #61841 *Endorsement #0350 - Computer Technology Educator*
Other Related Experience	
2002 to present	Voting Member of State Educational Technology Directors Assocation (SETDA); Participant at SETDA National Leadership Summits in 2002, 2004, 2005, 2006; Member of the following committees: Scientifically Based Research, Program Evaluation, Evidence of Effectiveness, ICT and Media Literacy
1998 to present	Member, International Society for Technology in Education (ISTE)
1998 to present	Board Member, New Hampshire Affiliate of ISTE (NHSTE)
1994	Participant, Train-the-Trainer Programs *Invest Learning Corporation, San Diego, CA* *Literacy South Project, Durham, NC*
1/94 - 6/94	Member, North Carolina Governor's Task Force on Adult Literacy
1/93	Panelist, Education and Industry Parnerships: Lessons Learned in Literacy *North Carolina 1993 Employment, Education & Training Partnership Conference*
12/92 - 9/93	Research Member, Participatory Research Project *Alamance Community College & Literacy South Project, Burlington, NC*
3/92	Curriculum Consultant *S.C.A.L.E., University of North Carolina, Chapel Hill, NC*

OTHER RESUMES

Mary Ellen Fleeger, Associate Vice Chancellor, USNH

- Will assist with the development of the data warehouse and decision support system in an advisory capacity. Will supervise USNH participation in P-16 component.

Michael Schwartz, Consultant

- In his role as a consultant responsible for implementation of the new certification system, he will assist with the development of the data warehouse and decision support system.

C U R R I C U L U M V I T A E

MARY ELLEN FLEEGER, PHD

Education

1988 **PhD**, Higher Education Policy and Management, University of Oregon (UO)
Specializations: Educational Policy and Management, Higher Education; Administration; Organizational Theory and Development; and Research Methodology

1978 **Master of Public Health Nursing**
University of Minnesota School of Nursing, Minneapolis
Specializations: Administration, Public Health Nursing, and Maternal-Child Health

1973 **Nurse Practitioner**, Hennepin County Medical Center, Minneapolis, MN

1968 **Bachelor of Science**, Mankato State College, Mankato, MN
Major in Nursing and Minor in Health Education

Professional Experience

Present - Associate Vice Chancellor for Research and Planning, University System of New Hampshire
The associate vice chancellor reports directly to the Chancellor of the University System of New Hampshire. The University System of New Hampshire is the largest provider of postsecondary education in the Granite State. The system consists of the University of New Hampshire (UNH), Plymouth State University (PSU), Keene State College (KSC), and Granite State College. Together, they have almost 30,000 enrolled students. Responsibilities include coordinating institutional research and assessment across the four campuses working with the Institutional Research Officers at each campus. This includes planning research methodologies, data collection, statistical analysis, and communicating results to constituents. Examples include the New Hampshire Higher Education Needs Assessment in fall, 2003 and the GSC, KSC, and PSU alumni surveys in spring, 2004. Research activities are also performed relate to research, assessment and issue analysis in support of Board activities, priorities and initiatives; collection, analysis, and general reporting for fact book and other reports; support for System Academic Policy Council and academic program review; support Board of Trustee Programs and Services committee; support for student affairs sub-committee; and USNH-NHCTCS partnerships including

the Joint Management Committee and the joint Transfer and Articulation workgroups. Responsibilities also include serving on a New England task force to facilitate transition across p-16, and explore options to increase access to higher education for students from underrepresented or low aspiration groups in higher education.

Previous - Vice President for Research and Communications, Southern Oregon University 1994–2003
The Vice President for Research and Communications reports to the President, and is directly responsible for all of the institution's research and assessment activities, the development of effective internal and external communications strategies, marketing and public relations, publications, grants research, and grants and contract management. The Vice President collaborates with the President and other members of Executive Council to implement the goals of the strategic plan, works with the Director of Budget and Planning to link institutional research and assessment to institutional planning and budgeting processes, and coordinates special events for the President. The Vice President serves as the University's grants and contracts officer. The incumbent is a member of the University Relations Council, Academic Affairs Council, and chairs the Communications and Research Council. In addition, I teach Research Methods in the Master in Management Program and in the BSN program.

The Vice President serves as one of the members of the President's six-member Executive Council, which provides overall campus leadership in the following areas: articulating vision, implementing strategic plans, ensuring an outstanding educational product, creating a favorable public image, communicating effectively with all constituents, increasing the Institution's fiscal resource base from both public and private sources, and maintaining a competent and creative faculty and staff. I have assumed critical roles in many initiatives outlined below. Because I believe teaching and learning to be the heart of any educational institution, I have maintained a teaching load of one class a quarter.

External Relations

- Supervise and the offices of Marketing, Public Relations, Publications, Government Relations, Grants and Contracts, and Institutional Research and Assessment. Responsible for all assessment activities. Oversee budget, personnel, and operations related to University relations and image.
- Serve as Executive Director of the University's Regional Advisory Board, a thirty-five-member community advisory board that provides advice and advocacy for the University.

- Establish donor relationships for the University and participate in fundraising efforts. Served as a member of the campus steering committee for the Center for the Visual Arts capital campaign. This was the first effort in the state to match private monies with state monies for an academic building.
- Recent external grant successes include a National Learn and Serve Grant to create a "Regional Ecosystem Applied Learning Corps," which was funded at $150,000/year from federal money matched by the same amount from thirteen other state and local partners. Wrote and received $300,000 in federal appropriation money to create an Alcohol and Drug Abuse Prevention program for freshman orientation, beginning fall 2001.
- Collaborate with other vice presidents to creatively increase revenues. As state funding declines, examine the costs of our programs within the context of a new OUS budget model. Actively seek fiscally advantageous partnerships with businesses and community organizations.
- Created a campuswide institutional assessment team. Oversee this team and participate in all assessment activities, including survey design, data collection and analysis, and dissemination of information to constituents. Institutional outcomes are used to improve policy, procedures, and programs. Student outcomes are used to verify and articulate an academic discipline's contribution to a student's education at entering, midpoint, senior exit, and one- and five-year graduate surveys. Public perception and employer surveys are conducted every three years.
- Represent the Institution on statewide performance measurement team. Provide campus leadership in establishing and monitoring SOU performance related to access, quality, cost-effectiveness, and employability outcomes.
- Lead the northern California initiative to provide higher education programs in border counties. Collaborate with executives from two California community colleges and one from the California State System on a comprehensive effort to identify the current and future higher education and training needs of area employers, students, and the community at large. Work with these institutions to plan and deliver educational programs and degrees that meet the higher education needs of residents in this geographically isolated area. Secured funding from a private foundation to conduct the assessment.
- Leading effort to offer SOU's Masters in Management (MiM) program in Guanajuato, Mexico, including budgeting, staffing, marketing, and course offerings. Teach in program in Mexico.
- Serve as SOU representative on the Bear Creek Academy Board. Developed partnership with Bear Creek Corporation to design and

deliver a corporate training program that facilitates the achievement of business objectives and professional growth for employees. Program designed to assist the company in establishing a culture of continuous learning and improvement, as well as to mentor and prepare motivated employees for roles of increasing responsibility.

- Led University Relations strategic planning efforts in 1997 and 2000. Helped prepare and implement strategic initiatives.
- Member of three-person steering committee for Northwest Association of Schools and Colleges for ten-year and five-year accreditation visits. NWASC-trained evaluator.
- Served as Title III Coordinator for a $2.5 million "Strengthening the Institution" federal grant. This five-year grant enabled SOU to increase the rate of student retention, achieving optimal enrollment; stabilize funding; create a nine-site distance-learning network for SOU's seven-county region; expand existing student academic support services and create new ones; and install a campus computer network system equipped with hardware and software for student and financial information systems.

Community Service and Board Relations

- Past Chair and Trustee, Ashland Community Hospital Board. Under my leadership, the hospital went from a city-owned institution to a successful independent not-for-profit corporation. Chair responsibilities included making decisions related to capital and operating budgets, strategic planning, service additions and deletions, CEO compensation and evaluation, and asset control.
- Trustee, the Carpenter Foundation. This foundation awards grants to nonprofit organizations in the arts, human services, and education. Roles include rendering judgments on the value of funding requests, interpreting the applicant's financial reports and audit records, and analyzing the investment performance of the foundation's total portfolio.
- Community Service Consulting. Serve as a private consultant for more than fifty different businesses and nonprofit organizations. Specialize in organizational development, strategic planning and visioning, performance measurement, and team building. Conduct research for various organizations, using both quantitative and qualitative designs. Clients range from schools and colleges to hospitals, clinics, small businesses, and large corporations.

Michael F. Schwartz

(b)(6)

* * * Email: mschwartz@ed.state.nh.us

Education

University of New Hampshire, Durham, NH
Currently enrolled Leadership and Policy PhD Program

Havard University, Cambridge, MA
Masters in Public Administration, 2000

Georgia Institute of Technology, Atlanta, GA
Bachelors in Computer Science, 1989

Professional Experience

‘01 - present

Consultant
New Hampshire Department of Education, Concord, NH

- Leading i.4.see initiative – Initiative for School Empowerment and Excellence
    - Leading effort to implement state-wide effort to collect student level data
    - Solution includes high degree of data validation and verification
    - Solution includes components from data definition and collection to data use and analysis
    - Comprehensive collection implemented within six months
    - Leading project definition and implementation
    - Developing stakeholder support
    - Working with legislators and DOE cabinet to create support and integrate within agency
- Providing guidance in recruitment and licensing of educators
    - Assisting with development of new Education Information System including NCLB requirements
    - Reviewed technology tools used to license and recruit educators.
    - Provided guidance in proposal process. The Department is seeking an organization to develop technology that enables recruitment and licensing of educators.

’00 – ‘02

Consultant
Massachusetts Department of Education, Malden, MA

- Lead role reviewing and implementing Certification Regulations
    - Organized and performed regulation reviews.
    - Led proposal effort and secured multi-million dollar grant for on-line educator certification and recruitment system.

- Directed efforts of a $2.6 million system to recruit and certify educators as well as approve educator preparation programs. This program received the national NASCIO award for Government to Citizen programs.

- Led efforts to promote educator programs and recruit prospective educators.
  - Led efforts to leverage technology to attract, recruit and retain the best educators in Massachusetts.
  - Improved program application process to select best and brightest prospective educators into select programs.
  - Recruited prospective educators from universities across the country and promoted alternative certification programs.
- Led efforts to uncover marketing mechanisms to recruit educators.
  - Compiled program brochure to market state incentive and support programs for educators.
  - Leveraged internet to reach out to prospective and current educators.

‘89 – ’99

Management Consultant
Accenture, Atlanta, GA and Boston, MA

- Defined management and development procedures for internal operations.
  - Helped develop new implementation methodology and led team to rollout new methodology as part of a global deployment reaching 8,000 people and directing $1.5 billion in revenue.
  - Worked with executives across Europe, Asia-Pacific and South America to implement new methodology.
  - Developed corporate policies and incentives to assist in the acquisition of the new methods.
  - Lead manager of team implementing continuous improvement study to improve policies and procedures.
  - Recommendations directed the work of 60,000 employees on client engagements in 45 countries.
- Managed and led team efforts in a variety of environments.
  - Managed teams of more than 30, aligning team efforts for common vision.
  - Throughout many management efforts, maintained a continuous focus on quality improvements.
  - Emphasized team dynamics: encouraged sharing of knowledge, focused on both individual and team goals, and developed mentoring program to accelerate skill development.
  - Nominated for Mentor of the Year and received award for Recruiter of the Year.

- Led many strategy and technology change programs.
    - Worked with senior managers from Fortune 100 clients providing expertise to series of strategy and technology development initiatives (clients included Delta Air Lines, International Paper, Georgia Pacific, Holiday Inn…)
    - Project recovery: brought into fledgling technology development effort to guide a critical business implementation.
    - Working in team environments: led many technology programs, focusing on high quality results, project success, and delivery of significant value to our clients and our firm. Programs included such activities as managing teams of more than 30, delivering complex technology implementation, leading change management activities and delivering processing changes providing over $5 million in benefits.

'86 – '88

Cooperative Program
IBM Advanced Education Systems, Atlanta, GA

- Worked on team marketing educational and literacy products. Developed customer relationship management system. Products were early generation of interactive video used for a variety of training environments from physician education to literacy programs for prison inmates.

Other Related Experience

2005 to present	Member, Rye School Board
2004 to present	Member, Founation for Seacoast Health
2004 to 2005	Leadership for New Hampshire
2001 to 2005	Rye Education Foundation – Board Member / Grants Committee
2001 to 2004	Board Chair and Member, A Safe Place
1992 to current	Additional Involvement: Public Policy Committee, Daycare Board, Political Campaigns, several other boards and many additional fundraising events.

Technology Experience

Software Development

- All aspects of deveoplment from design to programming; from database development to training
- Cobol, C, and other languages; SQL and database knowledge
- Web development
- Project Management tools

New Hampshire Project Timeline

Project Timeline		Year 1				Year 2				Year 3			
Task	Wks	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
DSS for Policy and Management													
Year 1													
Establish Project Goals & Charter	4	X											
Develop Draft Project Plan	4	X											
Project Plan Sign-off DW	0												
RFP for Design Specifications	12	X	X										
Hire DSS Team & Finalize Staffing	8		X										
DW Team Training - Data Warehouse	1		X										
Inventory Current Data Collections	6			X									
Gather SEA Data Requirements	6			X									
Update the SEA Data Dictionary	6			X									
Redesign Data Collections	4				X								
Develop Data Model	10				X								
Define Data Warehouse Requirements	6				X								
Define detailed project plan	4				X								
Define User Roles & Definitions	1				X								
DSS Team Training - Data Modeling	1				X								
Define Data Staging Areas	8				X								
Acquire Hardware	1				X								
Year 2													
Design Data Transformations	6					X							
Load Data Plans	6					X							
Create Data Warehouse	4					X							
Load Data Warehouse	4						X						
Tune Data Warehouse	2						X						
Prepare Data Query Tool RFP	2					X							
Conduct DQ Tool Evaluations	4						X						
Purchase & Install Data Query Tool	4						X						
Query Tool Training	4							X					
Create Standard User Reports	8							X					
EDEN Priority 1 Reports	8							X					
Set up Custom Query Environment	8								X				
Year 3													
Prepare User Training	3									X			
Conduct User Training	10									X			
Create Documentation & Update Data	3										X		
Post Implementation Support	6											X	
Public Access Plan	6											X	X

Project Timeline		Year 1				Year 2				Year 3			
Task	**Wks**	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Follow The Child Assistance Center													
Year 1													
Performance Pathways Contract	4	X											
RFP for Training Contractor	8	X											
Assessment Builder Installation	4		X										
Assessment Builder Training	12				X								
Year 2													
Assessment Builder Training	40					X	X	X					
Install TechPaths Curriculum module	4							X					
TechPaths Curriculum Training	12								X				
Year 3													
TechPaths Curriculum Training	40									X	X	X	
P-16 Working Group Project													
Year1													
RFP for Planning Consultant	6	X											
RFP for Data Model Consultant	6	X											
White Paper: Strategies and Barriers	20		X	X	X								
Report: Data Models	25		X	X	X								

State of New Hampshire
By His Excellency
John H. Lynch, Governor

Executive Order 2006-10

An Order Regarding Establishing a Governor's P-16 Working Group

WHEREAS, New Hampshire's economy rests on the quality of its schools, colleges, and universities to provide a well educated and well rounded workforce; and

WHEREAS, the state needs a trained workforce that can address 21st century employment needs; and

WHEREAS, nearly two of every three new jobs will require a bachelor's degree; and

WHEREAS, postsecondary education systems are the incubators of today's global economy, new jobs, and new companies; and

WHEREAS, K-12 education is the cornerstone of the future;

NOW, THEREFORE, I, JOHN H. LYNCH, GOVERNOR OF THE STATE OF NEW HAMPSHIRE, by the authority vested in me by part II, article 41 of the New Hampshire Constitution, do hereby order, effective immediately:

1. The establishment of the New Hampshire P-16 Working Group.
2. That the purpose for the P-16 Working Group is to communicate and collaborate across the elementary, secondary, and post-secondary education sectors to encourage students to stay in school, improve their academic performance, and to raise aspirations leading to enrollment in colleges and universities.
3. That the goals of the P-16 Working Group shall be to increase access and success at all education levels by regularly assessing educational accomplishments, bridging curricula, increasing articulation, and sharing data, including the development of a shared data system.
4. That the P-16 Working Group shall support the intent and development of the Follow The Child Initiative.
5. That the purpose and goals of the P-16 Working Group shall be implemented by the following objectives:
   a. The creation of high school sites offering college courses;
   b. Expand University System of New Hampshire's Project Mentor statewide, including expansion to the New Hampshire Community Technical Colleges and private institutions; and
   c. The pilot of at least two high schools requiring all graduating high school seniors to complete at least one college application.

6. That the P-16 Working Group shall make recommendations to the Governor regarding potential legislation, policies, and programs that will serve to enhance the development of a more integrated pre-kindergarten through college education system in New Hampshire. Such recommendations shall include but not be limited to proposals to allow for a P-16 longitudinal data collection system, which will allow the P-16 Working Group to collect relevant data and answer questions at the core of educational effectiveness, including:
   a. Following student academic progress from grade to grade;
   b. Determining the value-added and efficiencies of specific schools and programs;
   c. Identifying consistently high-performing schools so that educators and the public can learn from best practices;
   d. Evaluating the effect of teacher preparation and training programs on student achievement; and
   e. Focusing on school systems that prepare a higher percentage of students to succeed in rigorous high school courses, college and challenging jobs.
7. That the members of the P-16 Working Group shall consist of 8 members who will include: the Commissioner of the New Hampshire Department of Education, the Chancellor of the University System of New Hampshire, the Commissioner of the New Hampshire Community Technical College System, the Executive Director of the New Hampshire Postsecondary Education Commission, the Executive Director of the New Hampshire College and University Council, the President of the New Hampshire Workforce Opportunity Council, a leader from the New Hampshire Business Community, and a designee of the Governor.

Given under my hand and seal at the Executive Chambers in Concord, this 29th day of September, in the year of Our Lord, two thousand and six.

Governor of New Hampshire

JOHN H. LYNCH
Governor

State of New Hampshire
OFFICE OF THE GOVERNOR
107 North Main Street, State House - Rm 208
Concord, New Hampshire 03301
Telephone (603) 271-2121
www.nh.gov/governor
governorlynch@nh.gov

March 7, 2007

Dr. Lyonel Tracy, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Tracy:

I am pleased to write this letter of support for your Statewide Longitudinal Data Systems Grant Proposal. I am committed to continuing the great successes we are achieving for New Hampshire students.

The Department's new collection of individual student records has produced a wealth of valuable information that can greatly enhance our service delivery and policy implementation practices. This data will enable us to accurately account for each student's progress through our education system, allowing for more accurate graduation and retention rates, more accurate information on the progress of minority students, and additional information on individual school performance.

However, we need to continue our efforts to harness available technology in order to enhance the educational experience for our teachers and our students. We should be able to make more data available to a wider audience including policymakers and members of the public, provide training and assessment tools to teachers, and assemble data in a more efficient and meaningful way.

Having accurate and up-to-date information on how our schools and our students are performing and what challenges they are facing is critical to making good policy decisions. I look forward to working with you to make this a reality in New Hampshire.

Sincerely,

John H. Lynch
Governor

PR/Award # R372A070019

NH Community Technical College System

26 College Drive, Concord, NH 03301-7400 603-271-2722
TDD Access: Relay NH 1-800-735-2964 1-800-247-3420
E-mail: system@nhctc.edu FAX 603-271-2725

William Simonton EdD
Commissioner

Charles Annal, PhD
Deputy Commissioner

March 12, 2007

Lyonel B. Tracy
Commissioner of Education
101 Pleasant Street
Concord, NH 03301

Dear Lyonel,

I heartily endorse *New Hampshire's Statewide Longitudinal Data Systems Grant* proposed for funding by the NH Department of Education to the US Department of Education. I note with particular interest the comprehensive scope of the project that encompasses elementary, secondary, and postsecondary education and the focus on building capacity for data driven decision making across that spectrum. This is an urgent need in our state and one that resonates in the Governor Lynch's charge to both of us as members of his P-16 Working Group. In order to collaborate and communicate across educational sectors, we must begin with a common vocabulary and mutual understanding of the way we collect, analyze and report data on student outcomes. This grant will catalyze that discussion.

I believe the P-16 Workgroup has set the stage for New Hampshire to launch this far reaching initiative. Adding to the timeliness is an ongoing special project to develop a data warehouse within our system. The project is, in part, a response to the intense interest of our Board of Trustees in accountability and will enable all of us to better tell the success stories of our colleges. The preview of this exciting new tool for decision making and information sharing received rave reviews—especially from non-technical staff and administrators--and has sparked much anticipation and great expectations.

The prospect of working together to compare and coordinate data collection is most welcome! Let me assure you of my enthusiasm for the goals, objectives and activities that you outlined.

Thank you for your leadership.

Sincerely,

Dr. William G. Simonton
Commissioner

University System *of* New Hampshire

CHANCELLOR'S OFFICE

Dunlap Center
25 Concord Road Durham,
NH 03824-3546 Phone:
(603) 862-0918 Fax: (603)
862-0908 www.usnh.edu

March 12, 2007

Dr. Lyonel Tracy
Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Tracy:

On behalf of the University System of New Hampshire (USNH), I am pleased to support the New Hampshire Department of Education's grant proposal for a statewide longitudinal data system. With almost 30,000 enrolled students, USNH is the largest provider of postsecondary education in the Granite State. The sister institutions of the university system--the University of New Hampshire, Plymouth State University, Keene State College, and Granite State College--have a direct impact on hundreds of thousands of New Hampshire citizens every year. USNH is uniquely poised to offer support to a greater effort to understand students' progress and success as they travel the road to achieve their educational goals.

A recent New Hampshire P-16 effort is the State Scholars program, which focuses on the development of leadership through business-education partnerships dedicated to increasing the number of high school students who take a rigorous secondary-level curriculum to strengthen their chances for success in both college and the workplace. This is a necessary and exciting step toward improving our public education system in New Hampshire. This initiative is in concert with our commitment to teaching; our community outreach and service programs, which expand knowledge and have a positive impact on the state; and our research efforts, which add insight and understanding to subjects as varied as air quality, economic development, family health, and teacher training. Currently, the four USNH institutions graduate more than half of New Hampshire's students in the fields of science, technology, engineering, and math. In addition, USNH graduates more teachers each year than any other institution in the state, and we want to give teachers assessment and curriculum tools linked to grade-level expectations and provide teachers with training. Access to data to inform decision making will allow the preparation of teachers and the teaching of students to be conducted more efficiently and effectively.

In 2006, USNH instituted the Get Ready for College program, a public information campaign to help middle and high school students and their parents to understand the importance of being college ready and to facilitate their navigation of the education pipeline. In September 2006, the governor issued an executive order to begin a P-16 initiative in New Hampshire. The purpose of this initiative, called Follow The Child, is to create a true system of education in New Hampshire that begins in early childhood, continues through college, and promotes access, success, accountability, and lifelong learning. This initiative is based on the premise that economic vitality is linked to educational outcomes and success at all levels.

The key to measuring success will be data collection and data sharing among schools and education systems to demonstrate the progress of all students. The grant will allow for the development of further plans to make warehouse data accessible to other stakeholders and the public. In addition, USNH will be pleased to participate in the proposed Data Council, which will represent teachers, legislators, administrators, and higher education representatives to provide policy direction for data activities.

I look forward to working with the New Hampshire Department of Education to develop a shared data system, and I anticipated the direct involvement of my senior staff, as well as the senior staff at our institutions, to assist in this effort.

Yours sincerely,

Stephen J. Reno
Chancellor

Early Learning N.H.

Two Delta Drive
Concord, NH 03301
phone (603) 226.7900
fax (603) 226.7290

www.earlylearningnh.org

March 12, 2007

Commissioner Lyonel B. Tracy
Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Tracy,

As a statewide organization committed to ensuring that all New Hampshire children have the opportunity to reach their full potential, Early Learning NH is pleased to support the NH Department of Education's proposal for the Statewide Longitudinal Data Systems Grant. We are confident that this proposal will contribute to the overall expansion of accessible, quality early care and education throughout our state.

The establishment of a student-level data warehouse with dedicated, timely analysis is critical to our work and our mission. As a result, I am submitting this letter of support as a pledge of my commitment to serve on the P-16 Data Council as outlined in the grant proposal.

If you have any additional questions regarding Early Learning NH's support for this proposal, please do not hesitate to contact me. We appreciate your time and effort on behalf of New Hampshire's young children and your dedication to public service.

Sincerely,

Jackie Cowell

Jackie Cowell
Executive Director

NH Business Partners for Early Learning

NH Child Care Association

Early Learning Lasts a Lifetime

NH Family Child Care Association

Invest in Kids

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN

March 12, 2007

Dr. Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord NH 03301

Dear Lyonel:

I am writing to express our strong support for the Longitudinal Data Systems grant proposal which you are submitting to the U.S. Department of Education. The development of a comprehensive data warehouse that includes the extensive amounts of data being proposed will be a giant leap forward for New Hampshire. Such a system, linked to assessment and curriculum mapping resources, will provide a level of information previously inaccessible for the educational community.

The value of such a system cannot be underestimated, yet we know that effectively utilizing such a system will require a significant amount of training and support for educators throughout the state. Such assistance can be bolstered by the work of the New Hampshire School Administrators Association. Specifically, we have an avenue to provide assistance to this project at our annual Christa McAuliffe Technology Conference. This three-day event is attended by over a thousand, teachers, technology directors, and school administrators. We envision securing a curriculum mapping expert for at least one of the conference major presentations during one or more years of the grant period. Additional, conference workshop themes directly tied to the initiatives within the grant proposal can also support the training and information dissemination needs of the project.

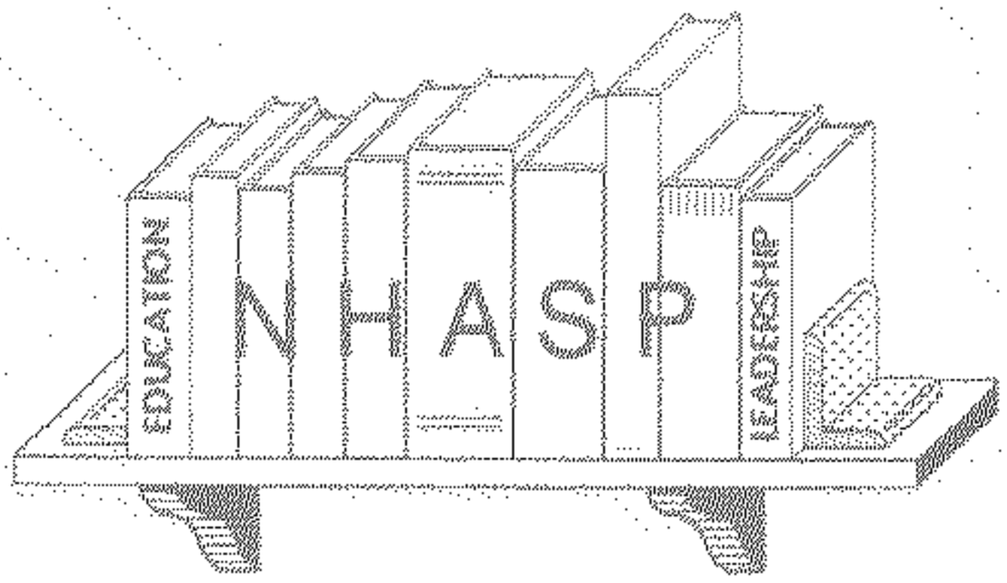
Sincerely,

Mark V. Joyce

Dr. Mark V. Joyce
Executive Director

BOW BROOK PLACE, 46 DONOVAN STREET, SUITE 3 • CONCORD, NH 03301
TEL: (603) 225-3230 • FAX: (603) 225-3225

Peggy McAllister
Executive Director



New Hampshire Association of School Principals

AFFILIATED WITH:
NASSP and NAESP

March 13, 2007

Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord NH 03301

Dear Lyonel:

I am writing to express support for the Longitudinal Data Systems grant proposal which you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources which this project can provide to schools in New Hampshire. This grant will help our principals to better assess their students' achievement and assist their teachers' efforts with curriculum mapping.

Training is always a challenge, but this proposal seems to address many common training needs. With this grant, we can attend to the ongoing research and data-driven decision making issues which currently present some of our greatest challenges. Our organization will be happy to support the project through various means, such as ongoing communications with principals, providing input on the design of training sessions, and other aspects of the training program.

Regards,

Peggy McAllister
Executive Director

2 Pillsbury Street ❋ Suite 500A, Concord, New Hampshire 03301
Telephone: 603-225-3431 ❋ 1-800-479-6269
FAX 603-224-3766 ❋ e-mail: nhasp@aol.com

NEA New Hampshire

Shaping the Future, One Student at a Time

March 9, 2007

Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord NH 03301

Dear Lyonel:

I am writing to express support for the Longitudinal Data Systems grant proposal, which you are submitting to the U.S. Department of Education. We are excited that New Hampshire has just purchased the Performance Pathways tracker module for our educators. We are sure that the resources, which this grant will provide, namely the addition of the assessment and curriculum mapping modules, will give our teachers the necessary tools to better address their students' learning needs.

We are pleased to see that the proposal contains sufficient attention to training services, which this project will require in order to reach all teachers. Our organization will be happy to support the project efforts to train teachers by offering opportunities at our annual conferences, periodic workshops, and other ongoing efforts to serve New Hampshire educators.

Sincerely,

Karen McDonough
President

9 South Spring Street, Concord, NH 03301-2425 • Telephone 1-866-556-3264 • Fax 603-224-2648 • www.neanh.org
A National Education Association Affiliate

Marjorie K. Smith
Chairman

State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD, NH 03301-6328

TDD Access: Relay NH 1-800-735-2964

(603) 271-3164

COMMITTEE ON FINANCE

Bernard L. Benn
Vice Chairman

February 28, 2007

Lyonel B. Tracy
Commissioner of Education
NH Department of Education

Dear Lyonel,

Thank you for sharing with me the details of your Longitudinal Data Systems grant proposal. I am pleased to offer my whole-hearted support of this effort. P-16 longitudinal data about our students will help the Legislature, as well as the Department, make informed policy and funding decisions.

Every year the Finance Committee hears funding requests for education and child services programs. We are often challenged to make decisions with little quantifiable information to help us understand the need, or the expected benefit of a proposal. Over the years we have vacillated between focusing on educational inputs and educational outputs. Generally, only snapshot data is available. A warehouse with longitudinal data would allow us to see the inputs and outputs at the same time, so we can understand which policies and practices are most effective.

Of particular interest to me is the impact of quality preschool programs on long term outcomes. The High/Scope Perry Preschool study demonstrated that for a very high-risk population, quality preschool with certified teachers and small classes leads to higher graduation rates, higher incomes in adulthood, and fewer incarcerations. What preschool options would most benefit the at-risk, low-income and non-disadvantaged children of New Hampshire?

I find your Follow The Child approach to education very encouraging because it recognizes that children have individual learning styles. I endorse this proposal to track the educational experience of children from preschool through college, and support the development of a warehouse of rich information that will be a resource for policy development.

Sincerely,

Marjorie K. Smith

Marjorie K. Smith, Chairman
House Finance Committee

State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD

Lyonel B. Tracy, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

3/1/07

Dear Commissioner:

I am pleased to support the department's application for a grant from USDOE to build a data bank and implement data analysis tools that will enable NH educators, legislators, and citizens to better use information to improve the educational progress of NH students.

Many programs we consider as legislators such as profiling drop-outs and improving the drop out rate, assessing the effect of kindergarten and early childhood education on later achievement, or correlating attendance rates and performance can be better understood through the systematic analysis of student data. Accessible data will help teachers track the progress of individual students rather than just comparing different groups of students. In addition, good data systems will enable teachers to match student needs with appropriate curriculum frameworks, grade level expectations, and lesson plans. A modern data warehouse will enable NH to better meet the requirements of NCLB. It will also enable the state to address the accountability requirement of providing an adequate education. The emphasis on individual progress made possible by a data warehouse is crucial to the department's Follow The Child initiative with its personalized plan for all aspects of a child's development.

The three-year period of the grant seems sufficient to allow the department to update its data capability, create the warehouse, make analysis tools accessible to state educators and DOE staff, and leave a sustainable system in place.

I see this data capability as crucial to the state's ability to meet the needs of all NH students, and I commend your effort to bring it about.

Sincerely,

Emma L Rous

Rep. Emma L. Rous, Chair
NH House Education Committee

PR/Award # R372A070019

STATE OF NEW HAMPSHIRE
OFFICE OF INFORMATION TECHNOLOGY
Office of the Governor
27 Hazen Dr., Concord, NH 03301
603-271-4208 1-800-852-3345 x4208
Fax: 603-271-1516 TDD Access: 1-800-735-2964

Richard C. Bailey, Jr.
Chief Information Officer

March 12, 2007

Lyonel Tracy, Commissioner
NH Department of Education
101 Pleasant Street
Concord, NH 03301

This letter is to support NH DOE's application for a **Statewide Longitudinal Data System.**

The mission of the OIT is to support the strategic business objectives of State agencies; to create and sustain a secure and reliable information technology environment; and to ensure careful and responsible management of the State's information technology resources. In so doing, our state agency is responsible for the oversight and Technical Assistance for software development within the state department agencies.

We understand the **NHDOE Statewide Longitudinal Data System** will provide the opportunity for the NHDOE to increase its capacity to handle larger volumes of data, to export data between current and future systems, and would provide the necessary increased levels of security to effectively maintain such a system. The NHDOE is requesting a data warehouse to hold student, staffing, financial, tax capacity, census, program, and policy data in one place and it needs data analysis tools that will let us glean useful information from this data. OIT staff in several state agencies has technical expertise in data warehousing.

We agree to participate in meetings and to provide technical assistance when needed to support the **NHDOE Statewide Longitudinal Data System.**

Sincerely,

Richard C. Bailey

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **8582-Mandatory_NH_Budget_Narrative.pdf**

Section g

New Hampshire's

Budget Justification

ED 524 Section A, USDOE Funds

1. Personnel

This project has budgeted for 3 full-time New Hampshire Department of Education (NHDOE) employees: Project Manager (labor grade 31), Database Administrator (labor grade 30), and Business Analyst II (labor grade 30) for the three years of this project. They will stay on after the grant project to maintain the data warehouse and provide services to the users of the data warehouse.

Year 1: $55,672 + $53,106 + $53,106 = $161,884
Year 2: $59,504 + $56,664 + $56,664 = $172,832
Year 3: $63,488 + $60,342 + $60,342 = $184,172

2. Fringe Benefits

Fringe benefits for the NHDOE employees is calculated at 48% to include the costs of FICA, Medicare, the state's portion of retirement, and health and dental insurance.

Year 1: 0.48 x $161,884 = $77,704
Year 2: 0.48 x $172,832 = $82,959
Year 3: 0.48 x $184,172 = $88,403

3. Travel

It has been assumed that the cost of airfare will be $750 roundtrip, per diem cost for an hotel room $200, and per diem cost for meals $50. The per person cost for a 2-day or 4-day conference or course are as follows:

Trip costs:
Airfare: $750
Hotel: $200/night
Meals: $50/day
2-day trip: $750 + 2 x ($200 + 50) = $1,250 per person
4-day trip: $750 + 4 x ($200 + 50) = $1,750 per person

Year 1 Travel:

- 2-day data warehouse concepts course for 3 NH project team members. The extended cost for 3 people is 3 x $1,250/person = $3,750.
- 2-day data modeling concepts course for 3 NH project team members. The extended cost for 3 people is 3 x $1,250/person = $3,750.
- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,250/person = $2,500 per meeting or $5,000 for 2 meetings.
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 1: Training $7,500, Conferences $5,000, Local $2,000 = $14,500

Year 2 Travel:

- 4-day data query software training for 5 NH staff members. The extended cost for 5 people is 5 x $1,750/person = $8,750.
- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,250/person = $2,500 per meeting or $5,000 for 2 meetings.
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 2: Training $8,750, Conferences $5,000, Local $2,000 =$15,750

Year 3 Travel:

- The extended cost for 2 people to attend 2-day national meetings is 2 x $1,250/person = $2,500 per meeting or $5,000 for 2 meetings.
- There will also be in-state travel to visit the school districts. $2,000 has been allotted for this item.

Total Year 3: Conferences $5,000, Local $2,000 = $7,000

4. Equipment

Hardware needed for the new data warehouse will include: Database Server Cluster with Disk Array including operating system and database software ($40,000); Reporting server ($10,000); 3 PC's at $1200 each ($3,600); a laptop ($2,000); and a printer ($2,000). Software will include: data modeling software ($5,000); expand the number of licenses for C4DQ Certify data validation software ($50,000)

Year 1: Servers $50,000; Office Equipment $7,600; Software $55,000
Total = $112,600

An OLAP support tool for data query will be purchased in the second year ($150,000). This price includes the first year's maintenance, installation, technical assistance, configuration, training and support.

Year 2: $150,000

Equipment expenses for the third year and subsequent years will include software maintenance fees for the data query tools estimated to be 15% of the purchase price or 0.15 x $150,000 = $22,500.

Year 3: $22,500

5. Supplies

The costs of office supplies for the project team (wipe boards, markers, pens, paper, printer cartridges, etc.) have been budgeted as follows:

Year 1: $3,000
Year 2: $1,000
Year 3: $1,000

6. Contractual

Decision Support System / Data Warehouse
NHDOE proposes to hire a consultant to prepare a RFP for then the implementation of a Decision Support System. This is budgeted at $500/day X 40 days for a total of $20,000. This item is only necessary for Year 1.

NHDOE will hire a consulting firm with educational data systems implementation experience. It is expected that the consulting team will consist of 3-4 members who will have expertise in project leadership, data analysis, data modeling, and database programming. The budget for this contract is calculated as follows:

Year 1:
Project manager 120 days X $1,000/day = $120,000
Software consultants 225 days X $800/day = $180,000
Total = $300,000

Year 2:
Project manager 120 days X $1,000/day = $120,000
Software consultants 350 days X $800/day = $280,000
Total = $400,000

Year 3:
Project manager 60 days X $1,000/day = $60,000
Software consultants 300 days X $800/day = $240,000
Total = $300,000

Follow The Child Assistance Center (FTCAC)
The contract with Performance Pathways for the Assessment Builder module will allow teachers to conduct their own local assessments using a bank of sample test questions. The Tech Paths curriculum module, which will be purchased in Year 2, will tie assessment results to curriculum and allow for sharing of curriculum data. These prices were guaranteed as part of the state's previously negotiated options with Performance Pathways.

The grant application includes funding for the initial startup costs of these services. The state of NH will be funding ongoing costs. A consultant to provide training for these modules is budgeted at $600/day for 50 days in the first year, 200 days in the second year, and 175 days in the third year.

Year 1: Assessment Builder installation $100,000; Training = $30,000
Grant Total = $130,000

Year 2: Assessment Builder annual fee $50,000 (state will contribute an additional $40,000); TechPaths Installation $260,000; Training = $120,000
Grant Total = $430,000

Year 3: Assessment Builder annual fee $0 (state will contribute $90,000); TechPaths annual fee $130,000 (state will contribute an additional $130,000); Training = $105,000
Grant Total = $235,000

Collaboration
NHDOE proposes to contract with the State Educational Technology Directors Association (SETDA) to become part of their multi-state collaborative for dissemination and networking services (DANS). Through this effort, New Hampshire will participate in a multi-state collaborative effort for the development of a Longitudinal Data Systems Website, Quarterly Virtual Roundtables, Annual Workshops to Share Challenges and Lessons Learned with All States, and a Speakers Circuit.

Year 1, 2, 3: Website, $6,000; Roundtables and Workshops, $8,000; Speakers, $6,000; Total = $20,000 each year

P-16 Data Sharing
Contractors will be used to facilitate P-16 data sharing. The budget is based on a per diem rate for a white paper (37.5 days at $800/day) and data model (87.5 days at $800/day) will be developed for pre-school through post secondary information.

Year 1: White paper $30,000; Data model $70,000; Total = $100,000

TOTAL Contractual Services

Year 1: $570,000
Year 2: $850,000
Year 3: $555,000

7. Construction
Not applicable

8. Other
Space rental for the 3 NH employees and contractors is estimated to be $2,469 per person for the first year and $2,184 per person for subsequent years.

Year 1: 3 x $2469 = $7407
Year 2: 3 x $2184 = $6552
Year 3: 3 x $2184 = $6552

10. Indirect Costs
The indirect cost rate used for this project is 8% per year.

Year 1: Direct $264,495 X 8.0% = $21,160
Year 2: Direct $279,093 X 8.0% = $22,327
Year 3: Direct $287,127 X 8.0% = $22,970

11. Training
Only the costs of the training services are included. The cost of travel to the training facilities is reported under 3. Travel.
Year 1:

- 2-day data warehouse concepts course @ $1500 per person for 3 NH project team members: $4,500.
- 3-day data modeling course @$1500 per course for 3 NH project team members: $4,500.
- Total=$9,000

Year 2:

- 4-day OLAP data query software course @ $2,000 per person for 5 NH staff members: $10,000

Year 3: $0

Total USDOE Project Cost

Year 1:	$977,255
Year 2:	$1,311,420
Year 3:	$887,597
	$3,176,272

ED 524 Section B, Non-Federal Funds

1. Personnel

At NHDOE the co-directors, key staff, data stewards and OIT staff will be involved throughout the project. Cost estimates are based only on salaries for 6 staff at (b)(4) involvement and 20 staff at (b)(4) involvement.

The projected cost of their involvement is calculated to be:

Year 1: (b)(4)
Year 2:
Year 3:

LEA participation is not included in the budget but is estimated at (b)(4) per hour or (b)(4)

2. Fringe Benefits

Fringe benefits for the above NHDOE employees is calculated at (b)(4) to include the costs of FICA, Medicare, the state's portion of retirement and health and dental insurance.

The projected costs of fringe benefits is:

Year 1: (b)(4)
Year 2:
Year 3:

LEA fringe benefits are not included in the budget but are estimated at (b)(4)
(b)(4)

6. Contractual

The contract with Performance Pathways for the Assessment Builder module will allow teachers to conduct their own local assessments using a bank of sample test questions. The Tech Paths curriculum module, which will be purchased in Year 2, will tie assessment results to curriculum and allow for sharing of curriculum data. These prices were guaranteed as part of the state's previously negotiated options with Performance Pathways. The grant application includes funding for the initial startup costs of these services. The state of NH will be funding ongoing costs. Training for these modules is budgeted at (b)(4) for 50 days in the first year, 200 days in the second year, and 175 days in the third year.

Year 1 (b)(4)

Year 2: (b)(4)
(b)(4)

Year 3: (b)(4)
(b)(4)

11. Training
LEAs will pay an estimated (b)(4) per day to cover facilities and meals.

Year 1:	(b)(4)
Year 2:	
Year 3:	

Total NHDOE Project Cost

Year 1:	(b)(4)
Year 2:	
Year 3:	