cde

Statewide Longitudinal Data System (SLDS)

Program Charter

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Document Control

Document History

Version	Issue Date	Changes
0.1	3/1/2011	Draft initial version.
0.2	3/28/2011	With Scott's comments.
0.2a/0.2b /0.2c	4/17/2011	More details around Outcomes/Metrics/Governance/RACI
0.2d	4/25/2011	Merged Marcia's/Scott's comments, updated charts
0.2e	5/02/2011	Updated per leadership team comments
1.0	5/3/2011	Final edits based on CDE IMS Management discussions
1.1	6/01/2011	Edits based on OIT input/New EdFacts reqts
1.2	6/14/2011	Edits based on USDOE input, additional details in evaluation criteria
1.3	7/29/2011	Edits from SESC member feedback (1st baseline)
1.4	11/8/2011	Updates to stakeholder names

Table of Contents

1 Executive Summary

In May 2010, the Colorado Department of Education (CDE) was awarded $17.4 million from the Statewide Longitudinal Data Systems (SLDS) Grant to implement a true P-20 education data system that is aligned across the state's education systems and is anchored by a common definition of postsecondary and workforce readiness to ensure students graduating from high school are ready for postsecondary education as well as workforce success.

Through this grant, CDE along with the Office of Information Technology (OIT), Colorado Departments of Higher Education (CDHE), Human Services (CDHS), Corrections and Labor and Employment (CDLE) will build a state longitudinal data system that meets the required system elements and capabilities as outlined in the SLDS Grant.

The grant focuses on all initiatives required to provide Colorado citizens, educators and students the benefits of effective data collection and alignment with standards, and the tools for interactive provision of accurate and timely data for use in continuous educational improvement.

2 Glossary of Terms

ADE	Automated Data Entry System
AIR	Adobe Integrated Runtime (Internet application development environment that can be run as desktop application)
BOCES	Boards of Cooperative Educational Services
CCB	Change Control Board
CDE	Colorado Department of Education
CDHE	Colorado Department of Higher Educations
CDHS	Colorado Department of Human Services
CDLE	Colorado Department of Labor and Employment
CDOC	Colorado Department of Corrections
CGM	Colorado Growth Model
CUPID	Colorado Unique Person Identifier
DOC	Department of Corrections
EDAC	Education Data Advisory Council
EDMS	Enterprise Data Management System
EDX	Education Data Exchange
Educator of Record	Individual or individuals assigned responsibility for a student's learning in a subject/course with corresponding performance measures
GDAB	Government Data Advisory Board
HIT	Health Information Technology
IMS	Information Management Systems (within CDE)
LEA	Local Education Agency
MDM	Master Data Management
OCM	Organizational Change Management
OIT	Governor's Office of Information Technology, State of CO
SAML	Security Assertion Markup Language (authentication standard)
SCC	Standard Course Codes
SIS	Student Information System

SLDS	State-wide Longitudinal Data Systems
TSDL	Teacher Student Data Link

3   Program Definition

3.1   SLDS Vision

The vision of SLDS is to create a flexible enterprise P-20 information and knowledge management system that will equip stakeholders to manage and use information for informed decision-making, ensuring all students in Colorado are ready for post-secondary and workforce success. The current and future states of the SLDS are contained in the following figures.
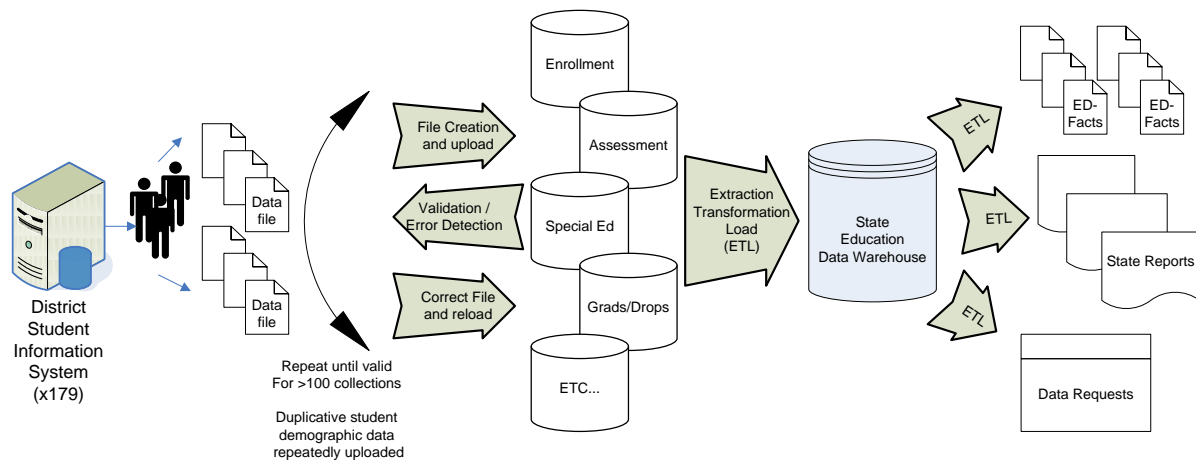
K-12 Data Process: Current

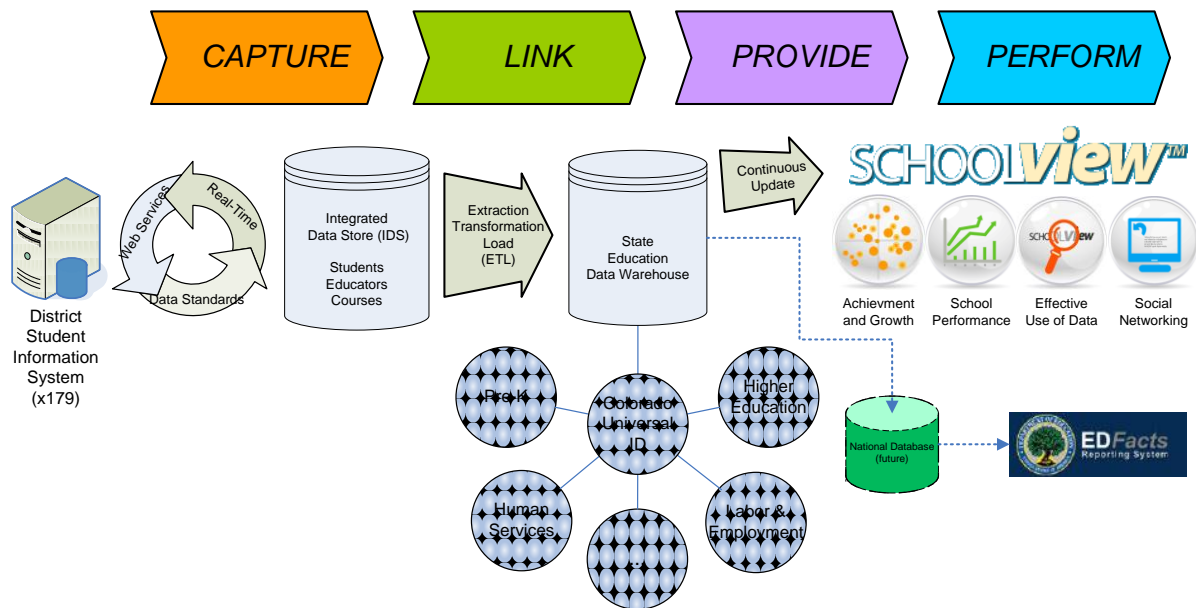**Figure 3.1a K-12 Data Process: Current**

P-20 Data Flow: Future

Figure 3.1b P-20 Data Flow: Future

3.2   Strategic Objectives

3.2.1   Capture

P-20 student-focused data are effectively and efficiently collected across multiple data sources including student information, programmatic classifications and educator quality.

Measurable System-level Outcomes

1. Establish and publish state-wide data standards and definitions for all collections and data elements (i.e., student enrolment, courses, teacher preparation, assessments) to be used by LEAs and state agencies.
2. Streamline data demands on LEAs and capture more real-time information through a state data pull rather than an LEA data push.
3. Expand data collections to address all federal EdFacts reporting requirements.
4. Integrate financial information (such as program and educator investments) with student, educator and program level data.

Measurable Student-level Outcomes

5. Capture student demographic information reported by LEAs once rather than with each program for which LEAs report data, shifting the data focus to students rather than programs.
6. Investigate early childhood data needs and map current preschool data collections and reporting points.

Measurable Program-level Outcomes

1. Establish common course and program codes.

Measurable Educator-level Outcomes

1. Accelerate the development and implementation of the unique educator ID.

Measurable Educator-level Outcomes

1 . Capture information regarding educator preparation and professional development.

3.2.2   Link

Data is effectively shared and exchanged across multiple agencies (human services, K-12 higher education, labor, corrections) and levels (district, state, federal) to promote accountability, inform policymakers and ensure a holistic view of student success.

Measurable Outcomes
1. Build a unique state ID to cross reference unique identifiers established by various state agencies and systems.
2. Establish linkages between CDE and other state agencies (Higher Education, Human Services, Labor and Employment, Public Safety, Corrections) that collect data relevant to P-20 student performance.
3. Link educator characteristics, evaluations, preparation, and development to individual student performance

3.2.3   Provide

Stakeholders (parents/guardians, students, educators, policymakers and researchers) have access via interactive portals to understandable, timely and reliable information, online content and collaboration tools to inform and improve student performance. Ongoing innovation and improvements in tools take place to enhance data visualization, e.g. SchoolView, so all stakeholders can better understand the data available to them.

Measurable Outcomes
1. Provide an enhanced set of standardized aggregate reports and interactive displays through which the public and school personnel can track the performance of students, schools and districts over time.
2. Provide information portals for:
    - Students, with access to personal real-time and historical achievement information, enabling self-awareness of their own performance and motivating effort.
    - Educators, with access to class and student information, and instructional management tools that foster collaboration with other educators.
    - Administrators, with access to educator, class, school and district performance measures.
    - Parents/guardians, with access to historical and current information on their students.
    - Researchers, with access to student-level data and analytics needed to conduct research on the effectiveness and return on investment of interventions, methods, programs, and policies with appropriate confidentiality safeguards.
    - CDE staff, with access to student-level information and analytic tools needed to implement the state's system of accountability and support to low-performing schools and districts.
3. Provide for open source application development to drive innovation in data visualization and encourage sharing of both information and technology among all interested education stakeholders.
4. Train internal and external stakeholders/users to use the SLDS.
5. Provide ongoing and cost-effective technical assistance (user support) to internal and external stakeholders in modifying their systems to meet new reporting and interoperability requirements.

3.2.4   Perform

Stakeholders effectively use information to inform development, policy, programs and practice.

The Project SchoolView™ infrastructure developed with SLDS and other funds will provide timely, actionable and credible P-20 longitudinal information to stakeholders. Colorado's Race to the Top application will seek funding to build on this foundation by investing in the development of knowledge management tools and capacity. Through this emphasis multiple stakeholders will use and leverage information to drive increased student, educator and school performance leading to postsecondary workforce readiness through professional development, innovative programs, strategic investments, and improved instructional practices.

Measurable Outcomes
1. Extension of the CDE's K-12 SLDS to include P-20 data that can be used to make timelier informed decisions on students.

3.3 Foundational Elements

3.3.1 Enterprise Data Management Strategy

Ensure stakeholders are provided with data of the highest quality, reliability and integrity in a timely manner to promote trust in the system and use of the system.

Measurable Outcomes:
1. Data governance policies, processes and standards are established to manage the flow of data from capture to use.
2. Master data management (MDM) technology is implemented to ensure the quality, reliability and integrity of the data.
3. Data stewards provide data quality audits as part of the ongoing monitoring of data quality on a daily basis via a user interface in the MDM application.
4. Robust, sophisticated access and authentication technology and processes ensure the privacy and security of data.

3.3.2 Program Management and Governance

Manage all resources and activities supporting all SLDS phases, and coordinate with other data system initiatives to ensure common vision, avoid duplication of effort and leverage expertise and resources to their full potential. Provide executive level business guidance to ensure forward movement is in line with state education objectives.

3.3.3 Organizational Change Management

Ensure there is appropriate focus on preparing for, managing and reinforcing change at both the enterprise and individual level.

Measurable Outcomes:
1. Dedicated change management leader is in place to ensure change processes are instituted throughout the entire implementation process.
2. Program reporting measures readiness and effectiveness of change mechanisms.

3.3.4 Training

Provide adequate training for all stakeholders (whether users or system support personnel) in technical tools and business processes required for them to maximize effectiveness of Colorado's new SLDS.

3.4 Program Drivers

The program is driven by the 2009 SLDS grant and the need for CDE to improve the efficiency in how data is currently captured and linked to data outside of the current K-12 focus.

Project deliverables will result in a flexible enterprise P-20 information management system that equips educators and policymakers to manage and use information for informed decision-making, thus ensuring all students in Colorado are ready for postsecondary and workforce success.

3.5   Goals and Objectives

By the end of this program the following strategic objectives will be realized:

- SLDS – Provide data to educators, parents and others that will allow them to make well informed decisions about kids as they move through school and into the workforce.
- Capture – Reduce burden on districts with updated collection methods and governance in place to effectively and efficiently capture P-20 student-focused data from multiple data sources.
- Link – Develop infrastructure and systems to effectively share and exchange data across multiple states, agencies and school districts, extending the current K12 SLDS to P-20.
- Provide – Develop tools and systems in place to provide stakeholder users with understandable, timely and reliable information.
- Perform – Empower and enable stakeholders (with appropriate systems and information) to effectively use information to inform development, policy, programs and practice.

3.6   Overview Diagram of SLDS Program

3.6.1   SLDS Overview

The following diagram demonstrates the collaborative nature of the SLDS Program, and the continuous improvement required to deliver all strategic objectives associated with SLDS while putting in place a structure for the long-term sustainability of the SLDS infrastructure:
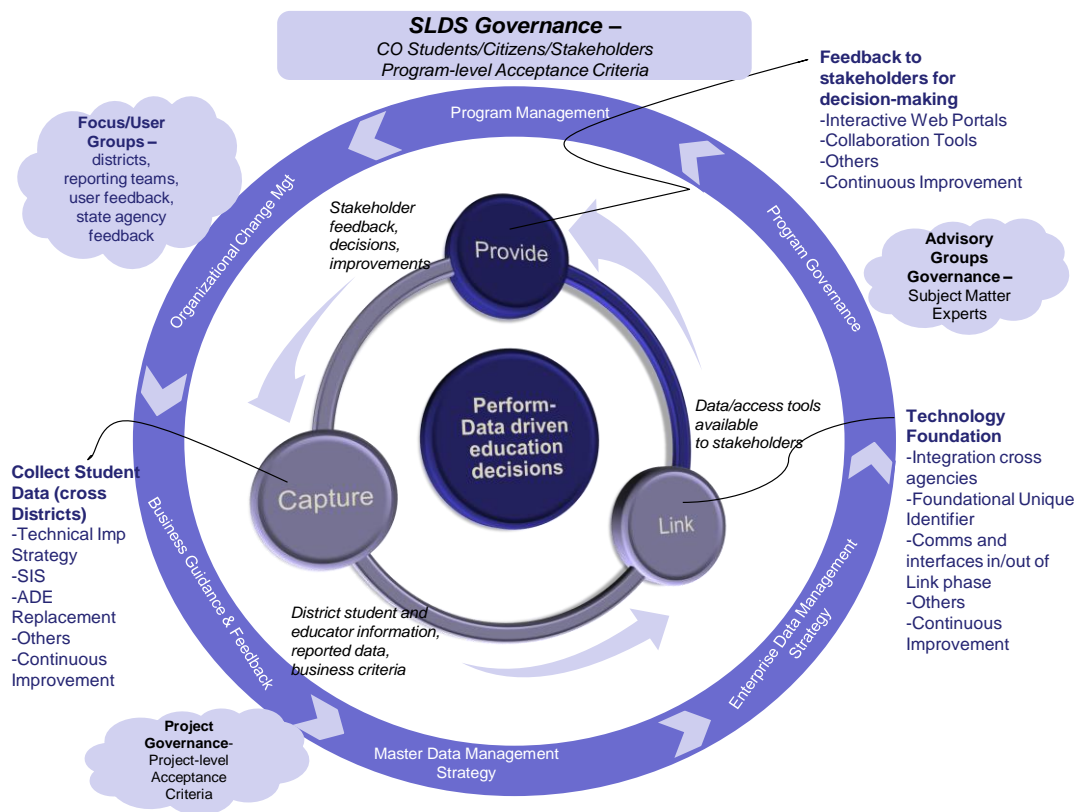
Figure 3.4.1 SLDS Overview Document

3.7   Scope

The scope of this program is defined within each of its component parts: Capture, Link, Provide, Perform and all the foundational elements. The scope also includes any system-related interfaces necessary for the primary agencies (Higher Education (CDHE), Human Services (CDHS), and Labor and Employment (CDLE) to meet SLDS objectives and goals.   Public Safety (CDPS) and Corrections (CDOC) will also contribute to the SLDS effort once the primary agencies have completed their objectives. This will also include communications, management and training required to ensure seamless performance of all SLDS projects to ensure reliable, timely data to guide P-20 development, policy, programs and practice.

Project Charters will be developed for each SLDS Grant Strategic Objective and associated project contributing to the SLDS program, and details of project scope will be found in each respective charter. The following table lists all included projects to date.

Note that this list will expand to accommodate new projects as they are identified.

3.7.1   All Included Projects

Name of Project	Business Purpose	Objective
CAPTURE	P-20 student-focused data are effectively and efficiently collected across multiple data sources including student information, programmatic classifications and educator quality.	Capture
Technical Implementation Strategy	Develop a technical implementation strategy, roadmap and next steps, to further define the scope of the CAPTURE phase of 2009 SLDS Grant. This will require an assessment of districts' technical capabilities and existing technological gaps with CDE.	Capture
Technical Backfill Approach	Ensure the right resources are assigned to the right projects, and adequate backfill resources are available to perform maintenance on existing and new systems	Capture
Student Information System Replacement	Provide a state-coordinated SIS option for all districts, so that processes, methods and tools are consistent across Colorado	Capture
ADE Replacement	Develop and provide a new method of data capture for standard Colorado state reporting. Note that this will most likely be a state "pull" vs. a district "push" as it is now	Capture
Financial Systems Replacement	Replace the current State Equalization legacy system software and hardware with an application that is sustainable for the foreseeable future.	Capture

Name of Project	Business Purpose	Objective
Establish Common Course and Program Codes	Common course codes become the connecting data between students and educators. This effort is focused on establishing common codes across all districts so at least one key data element is consistent across districts.	Capture
Establish Educator of Record Process	Define the process, including definitions and methods, to identify educators of record, so that each student may be matched with the educators who contributed to their education. This will help with educator/student linking, and with defining portions of teacher performance by evaluating student performance.	Capture
LINK	Data is effectively shared and exchanged across multiple agencies (human services, K-12 higher education, labor, corrections) and levels (district, state, federal) to promote accountability, inform policymakers and ensure a holistic view of student success.	Link
Unique Identifier	The creation of a new unique, state-wide identifier to which agency-specific identifiers will map through master data management and data hub technologies.	Link
Link CDE with Other State Agencies Focused on P-20 Student Performance	Linkages required between agencies with interests in P-20 performance, e.g., Higher Education, Human Services, Labor and Employment, Public Safety and Corrections.	Link
Develop Infrastructure to Link Educator Data to Individual Student Performance	System that allows policymakers to tie student performance to educator preparation programs, linked to student academic growth and support educator evaluations, using standard course codes as common denominator.	Capture/Provide/Link

Name of Project	Business Purpose	Objective
PROVIDE	Stakeholders (parents/guardians, students, educators, policymakers and researchers) have access via interactive portals to understandable, timely and reliable information, online content and collaboration tools to inform and improve student performance. Ongoing innovation and improvements in tools take place to enhance data visualization, e.g. SchoolView, so all stakeholders can better understand the data available to them.	Provide
SchoolView	Develop tools to analyse correlations between services and programs conducted by different agencies for students over time.	Provide
Data Visualization	The main goal of data visualization is to communicate information clearly and effectively through graphical means. This will allow stakeholders to more easily interpret education-related data and make decisions based on the data.	Provide
Colorado Growth Model (CGM)	The CGM is a statistical model to calculate each student's progress on state assessments, and is also a tool for displaying student, school, and district results to educators and to the public.	Provide
SchoolView	Ensure effective use of information to guide development, policy, programs and practice.	Perform
EDMS	Ensure stakeholders are provided with data of the highest quality, reliability and integrity in a timely manner to promote trust in the system and use of the system.	EDMS
Develop Enterprise Data Management Strategy (EDMS)	Ensure quality, reliability and integrity of data by developing new data policies, processes and standards for use in managing data across the state.	EDMS

Name of Project	Business Purpose	Objective
Identity Management Implementation Support	Identifies individuals in an organization and controls access to the systems/programs, etc. in that organization by placing restrictions on the established identities of the individuals. Identity management will identify, implement, administer and terminate identities with access to information systems, buildings and data.	EDMS
Organizational Change Management	Manage the cultural change associated with SLDS, and ensure adequate training for stakeholders and acceptance of new systems and methods.	Organizational Change Management

All documents associated with the SLDS Program Management will be stored and maintained in the CDE 2009 SLDS Program Management SharePoint site.

3.8   Deliverables

SLDS program deliverables will consist of those specified within each supporting project, as well as any additional documents required to demonstrate the effective integration of all projects and phases.

3.8.1   Deliverables Chart

Deliverables	Description
Program Charter	The Charter will be a high level reference document, with information on that project's scope, business goals, objectives, evaluation criteria, key stakeholders and project members, and other critical management information.
Program Plan	Includes further details of deliverables, timing, schedules, and other information necessary to understand overall program planning. Multiple project schedules will be provided for the SLDS Program, as well as for each supporting project.
Training Plan	Identifies how training will be conducted, what training is necessary, the relevant target audience for each topic, and who is responsible.
Communication Plan	Identifies what communications are necessary, the target audience for each, the method, the frequency and anything else relevant to ensuring broad and effective

Deliverables	Description
	communications.
Sustainability (Support/Maintenance Plan)	Identifies the process of handing over finished project(s) and program to those responsible for supporting it. This will include both the technical and business perspectives of ongoing operations.
Program Schedules	Included as part of Program Plan.
Requirements Documents	Each supporting project will have a set of requirements documents. The SLDS program will have a high level requirements specification. All business requirements must be approved by stakeholders.
Design Documents (as necessary)	Design documents include information necessary for application development.
Developed Applications (as necessary)	As identified by each project.
Integration Plan	SLDS is made up of many supporting projects. This document is necessary to define how technical projects are integrated to work effectively together.
User Acceptance Test Report	Describes system and user-acceptance testing of the system(s), with user signoff.
General Documentation	Provide system, Help, FAQ documentation and knowledge transfer.
Program Status Reports	Provide project status reports and meetings.

4   Sponsors and Stakeholders

Below is a list of key project stakeholders who have a key interest in the project.

4.1   Project Stakeholders

Stakeholder	Representative(s)	Stakeholder Interest
Executive Grant Administration	Robert Hammond *2009 SLDS Grant Authorized Representative – CDE Commissioner* Dan Domagala *2009 SLDS Grant Project Director – CDE Chief Information Officer*	The Executive Grant Administrators have oversight and provide formal approval for all expenditures related to this grant.

Stakeholder	Representative(s)	Stakeholder Interest
Project Sponsors	Robert Hammond, *Commissioner* Jill Hawley, CDE Chief of Staff & Strategy SLDS Executive Sponsor of Data Governance Dan Domagala, CDE Chief Information Officer U.S. Department of Education CDE Business Units-Early Childhood Initiatives, Data Services, Public School Finance Sherri Hammons, OIT Chief Technology Officer Jim Lynn, OIT Agency Services Director Alexandra Hall, CDLE Darryl Dryer, DOC Leslie Bulicz, CDHS Beth Bean, DHE Shelley Kooser, Academy 20 School District Michael Clough, Sheridan School District Angelika Schroeder, State Board of Education Ed Freeman, Denver Pub Schools	The Project Sponsors are responsible for representing their respective business interests and providing periodic guidance and oversight to the Program Manager as requested by the PM or by the Executive Steering Committee. The Project Sponsors will be asked by the Program Manager to make critical business decisions. In general Project Sponsors will delegate decisions to the Program Management team *provided they are within the scope of the project.* If decisions are required that are outside of the scope of the project then these *must* be referred to the Executive Sponsorship Team, who then makes the decision on behalf of the organization. A project's success will depend critically on the availability of the right resources at the right time. In cross-functional projects it may require the Project Sponsors to provide assistance in negotiating resources from across state government.

Stakeholder	Representative(s)	Stakeholder Interest
Project Manager(s)	Lisa Bradley, CDE *Project Manager, CDE* Scott Lee, CDE SLDS Program Manager Marcia Bohannon, CDE SLDS Program Management Judy McMurphy, OIT Link Project Manager Joe Jackson, OIT Link Project Manager Assistant	CDE Project Manager sets the project management policies, reporting requirements, and reporting structure for overall SLDS program. The CDE Project Manager will also provide oversight and management services as necessary to ensure the success of SLDS program. SLDS Program Manager is responsible for all day to day activities associated with SLDS, and is ultimately responsible for final delivery of all SLDS strategic objectives. SLDS Project Managers from respective agencies are responsible for managing their assigned projects, and ensuring progress, issues, risks, deliverables are reported to the SLDS Program Manager. Each PM within the Project Management team is responsible for a collaborative effort that steadily moves SLDS goals, objectives and outcomes forward.
Technical Leads	Kelly Barratt *Applications Manager, CDE* Keith Glenn *Data Warehouse Manager CDE* *Agency Leads*	Guiding the technical aspects of the solution – architecture, standards adherence, code quality, etc. Reviewing technical aspects of bids/contracts, working with selected contractors to ensure they are doing what is needed to provide us with quality "under the covers". Non-CDE Agency Technical Leads (especially OIT) may be necessary for specific technical efforts, such as Unique Personal Identifier, Enterprise Data Architecture, etc. Each non-CDE Technical Lead will be identified within the respective project charters.
Enterprise Architect	Chris Edmundson	Sets the information technology database and architecture standards for the CDE. Focal point for all interaction with projects implementing technology or technology products.
Business Stakeholders		

Stakeholder	Representative(s)	Stakeholder Interest
SLDS Executive Steering Committee	Business representatives from CDE, from CDLE, CDHE, CDOC and CDHS agencies, from various stakeholder groups associated with end users, parent representatives and Colorado districts.	Provides initial business guidance as needed by SLDS project management team, and acts as key prioritization body for initial program scope. Continues to provide business guidance and critical decisions throughout life of program.
CDE IMS Unit	Chris Edmundson – Network Keith Glenn – Data Warehouse Jan Rose Petro – Data Services Unit	Provides the support in the implementation and communication of the efforts to be performed. Ensure that the project aligns with existing state initiatives.
Department of Higher Education	Beth Bean	Drives needs from Higher Education perspective, and define methods to share student and educator data. Topics might include educator effectiveness.
Department of Human Services	Leslie Bulicz	Drives needs from Human Services perspective, and define methods to share student, educator, facility and other data. Topics might include services for pre-k children, those data defining students on food stamps, etc..
Department of Labor and Employment	Alexandra Hall	Drives needs from Labor and Employment perspective, topics might include services to help students going to the job market after K12
District Chief Information Officers	Shelley Kooser, Academy 20 School District Ed Freeman, Denver Public Schools	Represents the technology interests of school districts. Drive needs from district perspective.
Colorado Districts	Michael Clough, Sheridan School District Superintendent	Represents educational interests of school districts. Drive needs from district perspective.

Stakeholder	Representative(s)	Stakeholder Interest
Education Data Advisory Committee (EDAC)	Jan Rose Petro	The Education Data Advisory Committee (EDAC) is a statewide representative group of school district volunteers which reviews all Colorado Department of Education (CDE) PK-12 data collections including grant applications, surveys, plans, reports, assessments, evaluations and automated data exchange systems. EDAC determines whether the benefits derived from a data collection outweigh the administrative burden of producing the data; determines and recommends the most efficient ways of collecting data; determines if recommendations for new data collections are redundant and proposes alternatives; and reviews department-proposed data collection procedures and recommends improvements. Each EDAC-approved CDE data collection is given a stamp which informs districts and BOCES whether the form is mandatory or voluntary.
Education Data eXchange Council (EDX)	Dan Domagala, CDE	The Education Data eXchange (EDX) Council is made up of Chief Information Officers, district technology leaders, system architects and data experts. The goal of EDX is to create a statewide discussion forum and communication avenue for education data exchange and dissemination, share solutions, discuss best practices, and help guide the vision of a next-generation data exchange system.
Governor's Data Advisory Board & Education Data Sub-Committee	Dan Domagala, CDE Sherri Hammons, OIT	The Governor's Data Advisory Board replaces the data protocol development council. This board is responsible for recommending rules for requesting data, responding to data requests, and imposing fees for data requests. Directs the advisory board to report its recommendations annually to the chief information officer, and directs the chief information officer to report annually to the general assembly.

Stakeholder	Representative(s)	Stakeholder Interest
Governor's Office of Information Technology	Jim Lynn, OIT	Represents the State Information Technology interests, standards, methodologies, etc. and provides technical guidance and support as needed.
P-20 Education Council		The P-20 Education Council exists to provide the governor recommendations on legislation, policies, and programs that will make progress toward the implementation of goals found in the Colorado Promise (CDE's vision).
School Board Member	Angelika Schroeder	This project will require district input and the project team wants to ensure we have input from small districts as well as larger district board members. These stakeholders will serve as the voice for their district types (rural vs. large).

The following Organizational Governance Structure is provided to help visualize the relationship between the groups and how they interact with the proposed governance structure:
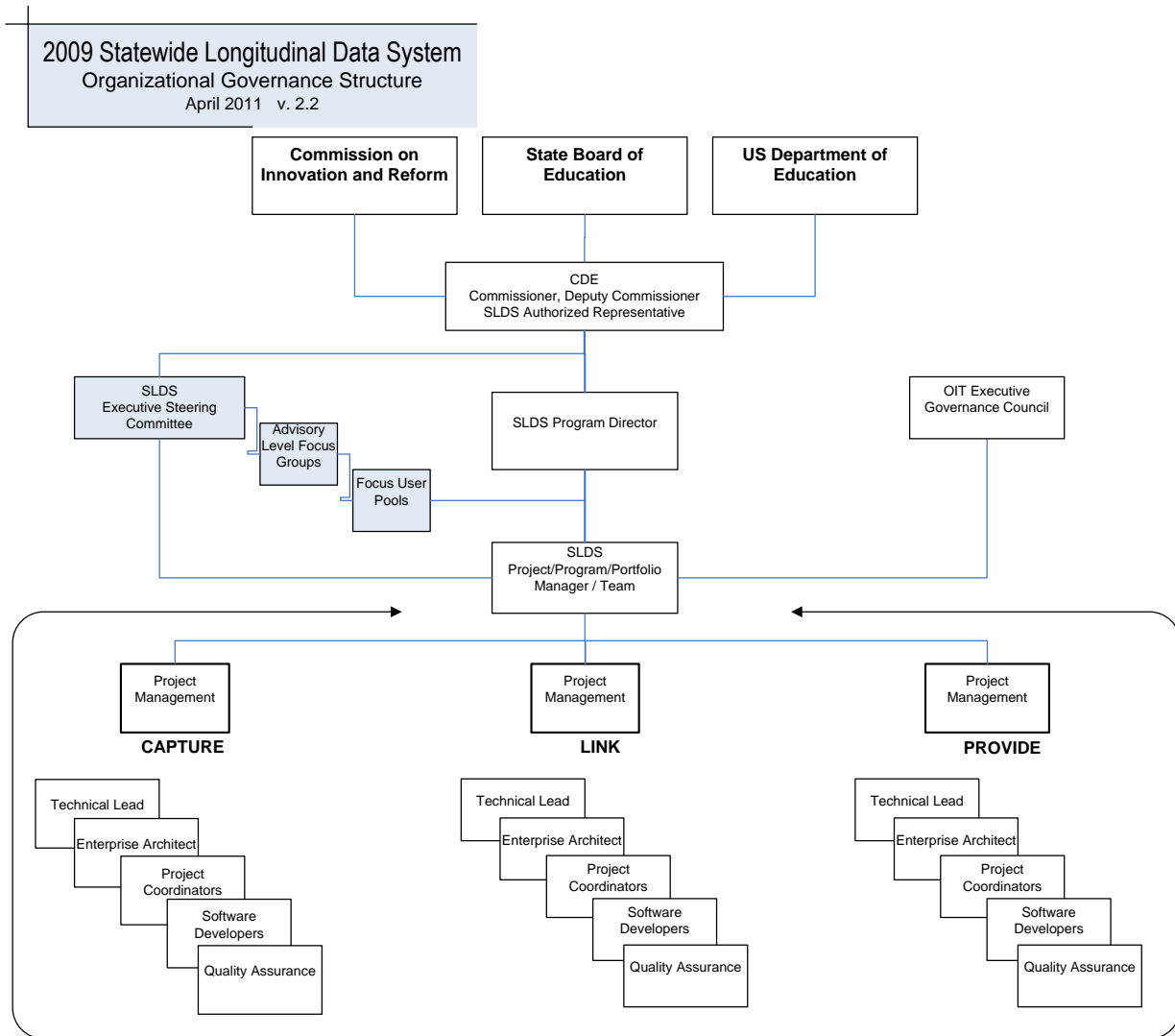
2009 Statewide Longitudinal Data System
Organizational Governance Structure
April 2011   v. 2.2

Commission on Innovation and Reform	**State Board of Education**	**US Department of Education**

CDE
Commissioner, Deputy Commissioner
SLDS Authorized Representative

SLDS
Executive Steering
Committee

Advisory
Level Focus
Groups

Focus User
Pools

SLDS Program Director

OIT Executive
Governance Council

SLDS
Project/Program/Portfolio
Manager / Team

Project Management	Project Management	Project Management
CAPTURE	**LINK**	**PROVIDE**

Technical Lead
Enterprise Architect
Project Coordinators
Software Developers
Quality Assurance

Technical Lead
Enterprise Architect
Project Coordinators
Software Developers
Quality Assurance

Technical Lead
Enterprise Architect
Project Coordinators
Software Developers
Quality Assurance

Figure 4.1a Organizational Governance Structure

5   SLDS Governance Structure

5.1   Governance Overview – Three Levels of Governance

While *management* consists of actual decisions made, *governance* offers a structure for making those decisions. With a program like SLDS, it is critical that a governance structure is put into place so the program's executive sponsors may steer the program as necessary, and the more tactical business and technical personnel can continue with the day to day development of effective results.

The role of Governance in SLDS is to offer a decision-making mechanism that consists of committees, review boards and policy-makers. Members of the high level executive steering governance committee focus on strategy, investment and architecture. They also have responsibility to assign the decision-making authority and accountability.

Membership must be chosen carefully, so that each stakeholder with a vested interest is able to voice his/her opinion.

The SLDS Program Team integrates each tier of governance and provides the conduit between the tiers. The SLDS Program Team addresses any and all issues that may arise between the independent groups at each level. The team strives for consensus decision making and utilizes the Executive Steering Committee only when necessary to resolve issues.

5.2   Executive Steering Committee

The Executive Steering Committee is the highest governing body for the SLDS Program. Committee membership includes business and technology stakeholders from those with the most invested in SLDS program success.   As a unique program steering committee, the focus will primarily be on success at the program level. However, this program is so foundational to Colorado's ongoing data reporting and successful educational decision-making, it is critical to include membership from the existing state governance bodies (Education Data Sub-committee, GDAB, and others as identified). This will ensure seamless transition from program phases into successful sustainability of all improvements made.

Further definition below:

Executive Steering Level (On-going)
- Decision-making group
- 12-14 Members, includes members of Education Data Sub-Committee under the Governmental Data Advisory Board, remaining members should be key agency business stakeholders
- Strategic guidance as needed at highest levels
- Business focus – prioritize all business requirements and ensure business constituents are engaged and results are in line with agency goals
- Communications conduit – provides information back/forth to their constituents
- All members have equal "vote" when serving in this function
- Change Control Board (CCB) for the 2009 SLDS Grant Strategic Objectives, associated outcomes and budgets
- Chaired by the 2009 SLDS Grant Project Director (CDE CIO) or his representative

It is expected that the first Executive Steering Committee meeting will be held in July, 2011. At that meeting, membership and timeframe for Advisory Group meetings will be established.

5.3   Advisory Group(s)

An ongoing Advisory Group will be established with membership that stays in place for the duration of the program. The identification of Advisory Group Representation shall be one of the first tasks on the Executive Steering Group's agenda. This on-going group will have very broad business representation, and will advise on matters as they arise between the detailed focus areas and the high level policy decisions. In some cases, additional personnel with specific subject matter expertise may be invited to participate in an ad hoc advisory capacity. When an ad hoc group is formed, the Program Manager will facilitate definition of the group's mission, charter, and expected length of service, so it will be clear to all involved what their responsibilities are and what expectations the Program Team has for their performance.
Further definition below:

Advisory Level (On-going and Ad hoc)
- 15-20 Members
- Combination business/technical advice

- Multiple groups w/ identified topics, e.g., Capture – Educator Data, Student Data, or Link – Individual agency business needs
- Provides advice (if a decision is needed, the advisory group creates a business case or provides necessary research, then escalates to Executive Steering Level for decisions)
- Chaired by SLDS Program Manager (or delegates, e.g., Project Managers, Technical Leads)

5.4   Focus/User Groups

At the Focus/User Group level, all groups will be ad hoc. As particular needs arise that require hands-on, focused effort, groups will be formed from a pool of available SME representatives already established. An example of this might be an ad hoc focus group identifying the SLDS business requirements from CDHE. Specific knowledgeable SMEs from CDHE will be available to define, and then later test, all requirements necessary.

Early identification of a pool of resources willing and appropriate to participate in the Program ensures smooth transition into later phases of the program. The Program Team will not be required to locate willing participants as each issue arises. This approach also contributes to communication about the Program's progress and encourages more feedback both to and from the Program Team.

Further definition below:

Focus/User Groups (Pool On-going - Ad hoc)
- 10-15 members, depending on specific goals of group
- Provides specific expertise in target areas, generally technically-oriented but can be business-oriented
- Focus groups can be used to collect specific business requirements, and then later to validate that business requirements were met in delivered product (or assist with validation during testing)
- User groups can be used after products are in place and operational, to identify required changes and to help prioritize those needs
- The chairperson depends on focus area and phase of system, and will be identified by Program Manager with input from business owner of focus area

5.5   Governance Framework Diagram

This diagram depicts the various levels of governance required, and demonstrates that there will be significant work done with stakeholders at the day to day, procedural level. Recommendations from the Advisory Group(s) and or Focus and User Groups will be escalated through the tier system to the next level as needed, and decisions will be made (or endorsed). This model also allows for information to flow back and forth, between the program team and the executive governance committee and advisory groups, thereby providing an important information conduit.
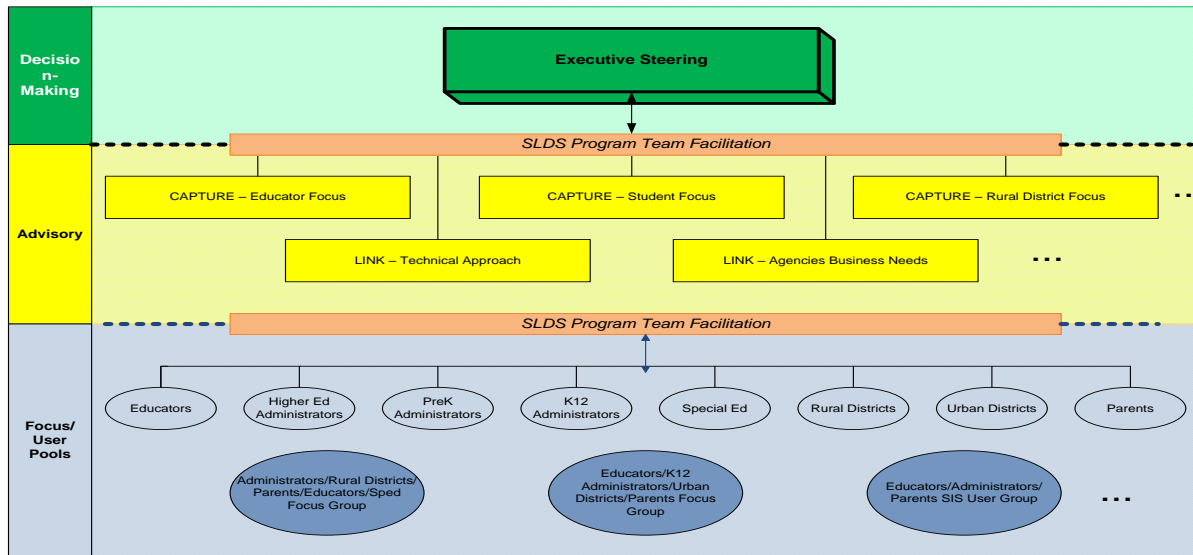
Figure 5.5a Governance Framework Diagram

6   Roles and Responsibilities

6.1   Roles and Responsibilities of Key Program Contributors

CDE is responsible for the implementation of all of the Strategic Objectives established within the Grant. OIT is a major contributor to this Grant, with primary responsibility for the majority of projects within the LINK Strategic Objective

Role	Responsibility
Executive Sponsorship	- Providing senior level approval - Exploration and development of funding sources - Championing the project amongst staff - Review and approval of deliverables
Project Sponsors	- Owners of the system and the data - Review and approval of deliverables and change requests - Subject Matter Experts on the business needs and statutory requirements of an educational data system. - Serves as point of contact to stakeholder groups. - Ensures the project is in alignment with other efforts such as CDE's Forward Thinking.
CDE Project Manager	- Serves as the Project Management Office for the SLDS Grant and all Project Managers assigned to sub-projects within each category of the SLDS Grant (CAPTURE, LINK, PROVIDE). - Overall project management, including development of business requirements, workflow document, timeline, and other activities. - Coordination of project activities with Sponsors and Stakeholders - Financial management, including reporting to Stakeholders the status of the SLDS budget. - Project communication and status reporting - Scope management - Budget management - Risk management and mitigation
Technical Leads	The technical leads will monitor and manage the technical aspects of the SLDS Program. They will act as central coordinators for all contracted agency and vendor work, and provide technical direction when needed.
Governance Teams	Members of the Executive Steering Committee and Advisory Groups will serve as liaisons between the SLDS Program and the agencies each individual represents. Representatives of the governance teams will be expected to provide updates to their respective agencies. Interaction between Executive Sponsors and the Program Director and/or Managers will occur to share key deadlines, resource needs and deliverables; and to ensure the project will serve the needs of stakeholders effectively and efficiently. Data governance issues will carry increased visibility and significance as the current SLDS is expanded to link to data systems of other state agencies.
Business	The business stakeholders are a group of people that have a vested interest in the

Role	Responsibility
Stakeholders	success of the SLDS project. Business stakeholders will also be responsible for guiding the project by identifying requirements and monitoring the progress according to those specific needs. Business stakeholders will also be responsible for validating the requirements put forward by their respective business areas. These interest groups will be kept up-to-date on a regular basis as the SLDS project progresses.

6.2 Agency Interaction

OIT is providing technology services to CDE through the Link strategic objective, which when complete, will allow interoperability across agencies. OIT will then use the foundational technology to support their other strategic initiatives, while CDE will be able to continue on with subsequent objectives.

6.2.1   Agency Interaction Diagram

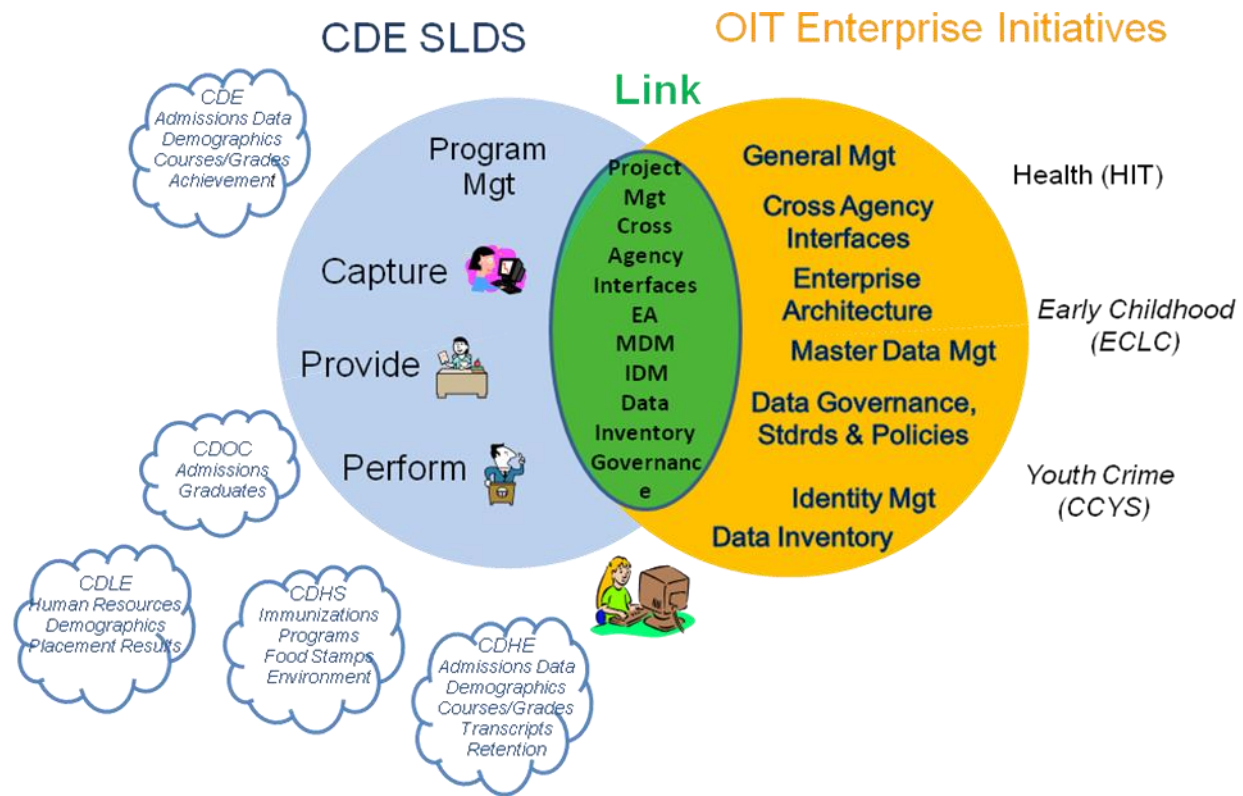The chart below is a visual depiction of the interaction between CDE, OIT and other state agencies.

Figure 6.2.1 Agency Interaction Diagram

6.3   RACI Matrix (Responsible, Accountable, Consulted, Informed)

CDE offers this RACI as a means to further refine the roles and responsibilities across organizational structure of the Grant.

The RACI matrix describes the roles and responsibilities of those involved in the project.

[R]esponsible
- Individual/s who perform a task/activity; the doer, responsible for action/implementation.
- The degree of responsibility is defined by the Accountable person.
- Responsibility can be shared.
- While Accountability can NOT be delegated, Responsibility can be delegated.

[A]ccountable
- The individual who has ultimate accountability and authority.
- There is only one accountable (A) to each task/activity.
- Accountability is assigned at the lowest level and implied at higher levels
- Accountability cannot be delegated

[C]onsulted
- The individuals to be consulted prior to a final decision or action is taken.
- Two-way communication.

[I]nformed
- The individuals that need to be informed after a decision or action is taken

[-] Not Applicable
- Group and or task does not apply.

6.3.1   SLDS Program RACI

The following chart depicts the SLDS program RACI.   Described in this matrix are the roles/responsibilities for all key program players supporting the SLDS program as a whole. This includes the four primary strategic objectives, Capture/Link/Provide and Perform.   You will see that CDE is ultimately accountable for communications, deliverables, budget, schedule and quality for the SLDS Grant completion. On the following pages, you will find additional RACI's that apply to other elements of the SLDS Program, and some examples for supporting projects such as Capture's ADE Replacement and Link's Identity Management as a Service projects. These examples will allow you to see the shift in accountability at various project levels.

Each strategic objective and associated supporting project, e.g., ADE Replacement Project, will have a separate and unique Project Charter, and in each Charter will contain the applicable RACI for that strategic objective and or project.

CAPTURE - LINK - PROVIDE - PERFORM Strategic Objectives / EDMS – OCM Foundational Elements	CDE SLDS Authorized Representative	CDE Grant Project Director	CDE Project Management	CDE Technical Leads	CDE Enterprise Architect	CDE SLDS Program management Team	OIT Executive Sponsor	OIT LINK Project Manager / Assistant	Implementation Vendor	LEA / Districts	State Agencies' Business Owners	SLDS Executive Steering Committee	SLDS Advisory Level Committee	SLDS Focus / User Groups
Communications														
Internal (Agency)	I	A	C	R	R	R	I	R	R	I	R	I	I	I
External (Districts)	C	A	R	R	I	C	I	I	R	C	-	I	C	C
External (USDOE)	C	A	R	R	R	R	C	I	I	I	-	I	I	I
Deliverable														
Expectation Management	I	A	C	R	R	C	I	R	R	C	R	I	I	I
Business Requirements	I	A	C	R	R	C	I	R	R	C	R	I	I	C
Implementation Plan	I	A	C	R	R	C	I	R	R	C	R	C	C	C
Additional SDLC documents	I	A	C	R	R	C	I	R	R	C	R	I	C	C
Review	I	A	C	R	R	C	I	R	R	C	R	I	I	I
Acceptance / Sign-off	I	A	C	R	R	C	I	R	R	C	R	I	I	I
Budget														
Planning	I	A	C	R	C	R	I	R	R	C	I	I	I	I
Expenditures	I	A	C	R	R	C	I	C	R	I	-	I	I	I
Maintenance	I	A	C	R	R	R	I	R	R	I	I	I	I	I
Schedule														
Development	I	A	R	C	C	R	I	C	R	C	I	I	I	I
Maintenance	I	A	R	C	C	R	I	C	R	C	I	I	I	I
Quality														
Metric Development	I	A	R	C	C	R	I	R	I	I	R	I	I	I
Metric Maintenance	I	A	R	I	I	R	I	R	I	I	R	I	I	I
Example CAPTURE Outcome /Project RACI														
Communications	C	C	A	R	C	R	I	I	R	I	R	I	I	I
Deliverable	I	I	A	R	C	C	I	I	R	C	R	I	I	I
Budget	I	C	R	A	C	R	I	I	R	C	-	I	I	I
Schedule	I	C	R	A	C	C	I	I	R	C	-	I	I	I
Quality	I	I	I	A	I	R	I	I	R	I	R	I	I	I
Example LINK Outcome /Project RACI														
Communications	C	C	C	I	I	C	A	R	C	I	R	I	I	I
Deliverable	I	C	C	C	C	C	A	R	R	I	B	I	I	I
Budget	I	C	I	I	I	C	A	R	R	-	I	I	I	I
Schedule	I	I	C	I	I	I	A	R	R	I	C	I	I	I
Quality	I	I	C	I	I	C	A	R	R	I	R	I	I	I

7   Communications

The team will communicate with each other as well as stakeholders in a variety of ways, such as email and SharePoint web services. Predetermined status reports and meetings will also be utilized to convey the progress of the project.

Following is a high-level list of communications that will take place:

Communication	Group	Delivery Method	Frequency	Responsible Party
Status Meetings	Project Sponsors	Face-to-face meetings	Bi-Monthly	CDE SLDS Program Manager
Project Status Reports	Stakeholders	E-mail	Bi-Monthly	CDE SLDS Program Manager
SCOOP Announcements	Stakeholders	Web	As needed	CDE SLDS Program Manager
SharePoint	Project Sponsors / Stakeholders	Web		CDE SLDS Program Manager
Annual Reports	Federal Stakeholders (Grant Managers)	Emailed Documents	Yearly	CDE SLDS Program Manager
GDAB Meeting	State Data Stakeholders	Face-to-face Meetings	Quarterly	TBD – GDAB Facilitator
SLDS Governance Meetings	Executive Steering Committee, Advisory and Focus Groups	Face-to-face Meetings	Monthly	CDE CIO's representative on Program Mgt team
USDOE Status	Federal Stakeholders (Grant Managers)	Teleconference and Meeting Minutes, GRADS 360, Web Site	Monthly	CDE SLDS Program Manager

8   Implementation Plan

8.1   Approach

Each project listed in the charter will have a detailed implementation plan to address the key Program Life Cycle components. Each plan will include the phases deemed necessary by the SLDS Program Management team.

Phase	Overall Approach
Feasibility Study	Preliminary analysis on possible solutions for the outcome or sub-outcome to be completed.
Requirements	Requirements document and User signoff prior to Design Phase
Design	Design Specifications and User signoff prior to Development
Development	An iterative development approach will be utilized
Data Conversion	Conversion reports and User signoff of conversion data accuracy
Implementation	User signoff of Test Results, Training and System Documentation

8.2   Project Milestones

Below is a high-level list of milestones along with targeted end dates for the program.   This project schedule will be further updated as the project progresses.

Code	Outcomes and Subtasks	Responsible Party	End Date
1	**SchoolView CAPTURE: Data Gathering and Collections**	CDE	12/31/2012
1.1	Establish and publish statewide data standards and definitions for all collections and data elements to be used by LEAs and state agencies.	CDE	12/31/2011
1.2	Streamline data demands on LEAs and capture more real-time information through a state data pull rather than an LEA data push.	CDE	12/31/2012
1.3	Expand data collections to address all federal EdFacts reporting requirements.	CDE	12/31/2012
1.4	Integrate financial information with student, educator and program level data.	CDE	12/31/2012
1.5	Capture student demographic information reported by LEAs once rather than with each program for which LEAs report data.	CDE	12/31/2011
1.6	Investigate early childhood data needs and map current preschool data collections and reporting points.	CDE	12/31/2012
1.7	Establish common course and program codes.	CDE	12/31/2012
1.8	Accelerate the development and implementation of the unique educator ID.	CDE	1/29/2012
1.9	Capture information regarding educator preparation and professional development.	CDE	3/30/2012
1.10	Establish the project structure, resources and implementation model.	CDE	6/30/2011

Code	Outcomes and Subtasks	Responsible Party	End Date
2	**SchoolView LINK: Cross Agency Interoperability**	OIT	12/31/2012
2.1	Build a unique state ID to cross reference unique identifiers established by various state agencies and systems.	OIT	9/30/2011
2.2	Establish linkages between CDE and other state agencies (Higher Education, Human Services, Labor and Employment, Public Safety, Corrections) that collect data relevant to P-20 student performance.	OIT	12/31/2012
2.3	Link educator characteristics, evaluations, preparation, and development to individual student performance.	CDE / OIT	3/30/2012
3	**SchoolView PROVIDE: Performance Platform**	CDE	6/30/2013
3.1	Provide an enhanced set of standardized aggregate reports and interactive displays through which the public and school personnel can track the performance of students, schools and districts over time.	CDE	3/31/2013
3.2	Create information portals for students, educators, administrators, parents, researchers, and CDE staff, which provide each group access to relevant information and performance measures.	CDE	3/31/2013
3.3	Provide for open source application development to drive innovation in data visualization and encourage sharing of both information and technology among all interested education stakeholders.	CDE	3/31/2013
3.4	Train internal and external stakeholders/users to use the SLDS.	CDE	3/31/2013
3.5	Provide ongoing and cost-effective technical assistance (user support) to internal and external stakeholders in modifying their systems to meet new reporting and interoperability requirements.	CDE	6/30/2013
4	**Enterprise Data Management Strategy**	CDE	3/31/2013
4.1	Establish data governance policies, processes and standards to manage the flow of data from capture to use.	CDE	3/31/2013

Code	Outcomes and Subtasks	Responsible Party	End Date
4.2	Implement master data management (MDM) technology to ensure the quality, reliability and integrity of the data.	CDE	3/31/2013
4.3	Hire data stewards to provide data quality audits as part of the ongoing monitoring of data quality on a daily basis via a user interface in the MDM application.	CDE	3/31/2013
4.4	Create robust, sophisticated access and authentication technology and processes ensure the privacy and security of data.	CDE	3/31/2013
5	**Facilitate leadership and Change Management**	CDE	6/30/2013
5.1	Ensure change processes are instituted throughout the entire implementation process with help of a change management leader.	CDE	6/30/2013
5.2	Ensure that program reporting measure readiness and effectiveness of change mechanisms.	CDE	6/30/2013

8.3   Financial Plan

Below are the summarized funding and expenditures identified for this project.

Categories	Year 1: 7/1/2010 to 6/30/2011		Year 2: 7/1/2011 to 6/30/2012		Year 3: 7/1/2012 to 6/30/2013		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
3. Travel	$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	**$30,000.00**	**$0.00**
4. Equipment	$337,500.00	$0.00	$337,500.00	$0.00	$0.00	$0.00	**$675,000.00**	**$0.00**
5. Supplies	$48,000.00	$0.00	$48,000.00	$0.00	$48,000.00	$0.00	**$144,000.00**	**$0.00**
6. Contractual	$5,441,691.00	$0.00	$6,661,691.00	$0.00	$3,159,444.00	$0.00	**$15,262,826.00**	**$0.00**
7. Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
8. Other	$378,583.00	$0.00	$378,583.00	$0.00	$378,583.00	$0.00	**$1,135,749.00**	**$0.00**
9. Total Direct Costs	*$6,215,774.00*	*$0.00*	*$7,435,774.00*	*$0.00*	*$3,596,027.00*	*$0.00*	**$17,247,575.00**	**$0.00**
10. Indirect Costs	$57,414.00	$0.00	$57,414.00	$0.00	$46,714.00	$0.00	**$161,542.00**	**$0.00**
11. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
12. Total Costs 9-11	**$6,273,188.00**	**$0.00**	**$7,493,188.00**	**$0.00**	**$3,642,741.00**	**$0.00**	**$17,409,117.00**	**$0.00**

8.4   Program Constraints

The only identified project constraint is the monies provided in the SLDS grant must be spent within three years of the award.

8.5 Evaluation Criteria

8.5.1 SLDS Program Evaluation Criteria

For the *SLDS Program*, the following high level objectives are necessary to demonstrate that all underlying projects are successfully completed and integrated.

The criteria listed below apply to the SLDS program as a whole. All criteria (both program and project level) must be approved and signed off by the users.

Objectives	Evaluation Criteria	Completion Criteria	Comments
Stakeholders use data to develop new (or modify existing) education policies and/or practices resulting in student achievement gains	Stakeholder use of SLDS knowledge management tools	Changed policies or practices result in measurable gain in student achievement.	Examples: Identify knowledge management tools, frequency of use, stakeholders utilizing the tools, topics accessed, with direct correlation to changed policies and resulting achievement gains (achievement gains may be over longer period).
"	Stakeholder use of newly developed decision-making process	Changed policies or practices result in measurable gain in student achievement.	Add data driven process to above information and examples of its use.
"	Increase in use of data to drive policy	Changed policies or practices result in measurable gain in student achievement.	Add specific data used for policy changes.
Reliable and high quality data available to stakeholders for all Colorado students	Measurable increase in quality of data available for all ethnic groups, genders, socio-economic groups, and all ages (P-20)	Demonstrated data quality increase in all categories.	Utilize defined set of metrics captured for current state, and compare to final state. This must include higher education and pre-K12 ages to demonstrate successful linkage with CHS and CDHE.
SLDS data driven solutions are flexible enough for all	Measurable increase in numbers of and sizes of districts utilizing	Measured increase in numbers of Large, Medium, Small	Define 3 sizes of districts; assess current state of data usage for education

Objectives	Evaluation Criteria	Completion Criteria	Comments
Colorado districts	state-wide data to develop new (or modify existing) education policies and/or practices	districts utilizing knowledge management tools for data driven education decisions.	policy decisions. At completion of program, re-assess those numbers and compare.
Continuous Improvement	Identify and document opportunities for feedback in future-state process, from stakeholder to SLDS governance and to SLDS system management	Demonstrate closed-loop process that includes feedback opportunities from and to stakeholders. This includes demonstrating training and communications of this process (i.e., that users understand it).	Closed loop feedback process must be built in to overall process, and included with user training and socialization. This can be measured through user interviews, and observations of process improvements over time.
Reliable and high quality data available to stakeholders for all of Colorado's educators, and ability to link to students	Identify 5-10 unique students, demonstrate system is able to link educators of record to those students	Complete report that captures identified students, grade information, and associated educators of record. Populate report with current data to demonstrate at least two time periods of data capture.	Note that this data and how it corresponds to student achievement will only be effective over longer period of time, but for purposes of demonstrating completion, can set frequency to shorter period to show the report automation is set correctly.
Program lifecycle metrics	Program metrics that demonstrate project management steps complete for SLDS as a whole – metrics TBD	Each key metric and/or checklist is captured, documented and complete (identify acceptable ranges when metrics defined).	Metrics for SLDS program could be business requirements, user testing, final implementation checklist, handover to operations complete w no outstanding issues, etc.).

Note that all of the above completion criteria surrounding student achievement will only be effective over longer period of time (e.g. minimum of 2 years) so for purposes of demonstrating completion, shorter time periods will be used and interpretation of data must adjust accordingly.

8.5.2 Program Objectives and Measurement Criteria for Supporting Objectives

Each project (objective) will include its own project plan that will outline the detailed evaluation and completion criteria that apply to each project/ phase. The following table lists high level objectives and measurement metrics.

Objectives	Deliverables	Metrics	Comments
Capture – State-wide data standards and definitions for all collections and data elements	-Data Standards -Data definitions	-Data field calculations - all data elements will be captured consistently	For example, collections with a Yes/No data element will be collected consistently across collections.
Capture – Streamline LEA's data demands, using a state data pull vs. current LEA push	-ADE Replacement -Survey – before/after numbers and elapsed times for collection -Automation of process/standardization	-Reduction in time required for LEA's to report (in selected data reports) -Reduction of data collections by 20%	
Capture – Expand data collections to address all federal EdFacts requirements	List of collections added in **2009-10:** N154 – CTE Concentrators Graduation Rate N155 – CTE Participants in Programs for Non-traditional N156 – CTE Concentrators in Programs for Non-traditional N157 – CTE Concentrators Technical Skills Already submitted baseline data to USED, but ESS not yet set up to receive files until 2010-11 so these EDFacts files were emailed to them. N159 – Average Scaled Scores N160 – HS Graduates Postsecondary Enrolment N163 - Discipline N166 – Evaluation of Staff N167 – School Improvement Grants **2010-11** – New files to be added**:** N161 – HS Graduate Postsecondary Credits Earned N162 – Internet Access N164 – Public School Choice/SES Date N165 – Migrant Data N168 – Charter Schools	Expected # EdFacts reports to be added in 09/10 – 4 In 10/11 – 15 In 11/12 – In 12/13 -	Additional work continues on improving data quality and collection process for new reports recently added. Each new report takes approximately 1 person- month to work with business users, collect data, incorporate into existing or develop new report format, and validate. The quality and process continues to improve over time.
Capture – Integrate financial info with student, educators, and program level data	State Equal Conversion - Provision of Reporting component Consolidated program data, reviewed against prior data as delivered pre-SLDS	<5% error All state and federal Colorado public school financial data (i.e. funds distribution across	

Objectives	Deliverables	Metrics	Comments
		districts) will be publicly available in SchoolView)	
Capture – Collect student demographic info reported by LEAs once rather than for each program	Student Data Capture (within ADE Replacement and/or SIS Replacement)	-Reduction in time required for LEA's to report (in selected data reports) -Reduction of data collections by 40%	
Capture – Investigate early childhood data needs and map current preschool data collections and reporting points	Expansion of data warehouse Utilization of Link capabilities	Review for accurate quantity and quality of early childhood data and mapping (TBD)	
Capture - Establish common course and program codes	SSC and TSDL Implementations	-Amount of course codes *per district* mapped to state codes will increase by at least 75% over pre-SLDS levels -Numbers of districts that are mapping any codes to state codes will increase by at least 75% over pre-SLDS levels	-Goal is 100% of assessed subjects per district -Goal is 100% Compliance Resultant compliance levels will determine need for legislation
Capture – Accelerate the development and implementation of the unique educator ID	TSDL	TBD	
Capture – Capture information regarding educator preparation and professional development	Schoolview.org expansion as part of Provide	Integrate the educator identifier with the Licensing system.	
Link – Build unique state ID to cross ref unique identifiers established by various state agencies and systems	CUPID MDM	Usage Metrics: Initial # unique records per agency vs. those created in CUPID Initial use cases compared to usage Participation Metrics:	

Objectives	Deliverables	Metrics	Comments
		# use cases/agency Agencies participating in user testing Deliverable Metrics: Missed vs. met deliverables	
Link – Establish linkages between CDE and other agencies (Higher Ed, Human Services, Labor and Employment, Public Safety, Corrections)	Implemented and working transfer of data for CDHE, CDLE, CDHS and CDOC Measured speed of data transfer	Speed of data transfer < X Effective use of data in agency business (defined by each agency)	
Link – Link educator characteristics, evaluations, preparation and dev to individual student performance	Cross-over to Capture and Provide	TBD	
Provide – Track the performance of students, schools and districts over time	Standardized aggregate reports and interactive displays within Schoolview.org's new page construction	TBD	
Provide – Provide information portals with access to: Students – personal real-time and historical achievement info Educators – class and student info, and instructional management tools fostering collaboration Admins – educator, class, school and district perf. measures Parents – historical and current info on their students Researchers – student level data and analytics needed to conduct research on effectiveness and ROI of intervention methods, programs and	Schoolview.org specific to listed needs	TBD	

Objectives	Deliverables	Metrics	Comments
policies CDE staff – student level info and tools to implement state's system of accountability and support low performing schools			
Provide – Provide open source application dev to drive innovation in data visualization	CGM Versions P-20 Expansion- Improved stand-alone access to SchoolView(e.g., Adobe's AIR application)	TBD	
Provide – train internal and external stakeholders/users in SLDS	OCM Video's Governance – socialization and spreading the word	Survey results of training User group responses	
Provide – Provide ongoing and cost-effective tech assistance to internal external stakeholders to meet new requirements.	Schoolview.org Help Desk Statistics	Define specific stats and measure for improvement	
Perform – Project SchoolView will provide timely, actionable, credible P-20 longitudinal info to stakeholders, for the use, learning and leveraging of info to increase student, educator and school perf. leading to postsecondary workforce readiness thru prof development, innovation, investments, and improved instructional practices		TBD	
EDMS – Data governance policies, processes and standards to manage	Data Stewards Oversight Documented policies/procedures	TBD	

Objectives	Deliverables	Metrics	Comments
the flow of data from capture			
EDMS (Capture/Link) – MDM technology is implemented to ensure data quality, reliability, integrity	Method to document data quality, data reliability and data integrity	Measurements for those metrics	
EDMS - Data Stewards provide data quality audits on daily basis	Document defining the elements to be audited, and within what range the results should fall (ie, data quality metrics)	Measurements for those metrics	
EDMS – Robust, sophisticated access and authentication technology/processes	Identity Management Extension -Applications -Capture – District SAML -Link – Agencies Rights/Roles	TBD	
OCM – Dedicated change management leader in place to ensure change institutionalization	-Surveys of Constituents -Standardized Processes	TBD	
OCM – Program reporting measures (readiness and effectiveness)	-Stakeholder Involvement -Vendor Progress Reports	-Implement a Project Management Oversight Committee to evaluate, prioritize, and select projects. -Stakeholder meetings, to include CDE and appropriate external business stakeholders, are held on all projects. -Increase SCOOP announcements on projects by 50% -Consistently publish project websites. All projects over 160 hours will have websites published prior to end of business requirements collection.	
Program lifecycle	Monthly status report based on	Being established by	

Objectives	Deliverables	Metrics	Comments
metrics	project metrics.	the SLDS Program Management Team	

This is a living document and will be updated as more information becomes available including the metrics to be established for the outcomes and underlying projects. For example, there will be significant reporting requirements identified, once the initial set of Use Cases are agreed upon. The details of those deliverables will be added once use case scope is finalized.

9   Sustainability

The requirement to sustain the SLDS system once operational is very critical to the program's success.   Even if all of the outcomes associated with the Strategic Objectives of this grant are achieved, it will not be considered a success unless the outcomes can be maintained long term by the CDE and supporting organizations. Sustainability must be considered and built into each and every element of the projects associated with the grant. For this reason, decisions must be made throughout the program development regarding who will take responsibility for maintenance, day to day service support and delivery, upgrade management, continuous process improvement, etc.   These requirements cannot be finalized until the technical architecture and products are selected, however, all sustainability-related requirements must be considered during every phase of the program.

Just as important is the opportunity for the SLDS user base to make recommendations on improvements that will help them in their use of the system, with a feedback loop built in so CDE can respond.   This operational feedback often forms the basis of necessary Continuous Improvement, which is critical for the life of SLDS.

10 Document Approval

I have read the Charter Document and approve its content.

Role	Name	Signature	Date
Executive Sponsor	Robert Hammond *Commissioner, CDE* *SLDS Grant Authorized Representative*		
Executive Sponsor	Dan Domagala *Chief Information Officer, CDE* *SLDS Grant Project Director*		
Project Manger	Lisa Bradley *Project Manager, CDE*		
Program Manager	Scott Lee, *SLDS Program Manager*		

USDOE Sign-off	Emily Anthony *SLDS Program Officer, NCES*		