



State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

**Solicitation**

NUMBER
EDD393080

PAGE
1

ADDRESS CORRESPONDENCE TO ATTENTION OF
CONNIE OSWALD 304-558-2157

VENDOR

RFQ COPY  
 TYPE NAME/ADDRESS HERE  
 eScholar LLC  
 222 Bloomingdale Rd, Suite 107  
 White Plains, NY 10605

SHIP TO

DEPARTMENT OF EDUCATION  
 BUILDING 6  
 1900 KANAWHA BOULEVARD, EAST  
 CHARLESTON, WV  
 25305-0330

DATE PRINTED
05/29/2013

this bid supersedes any and all bids received previously

BID OPENING DATE: 06/04/2013 BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 1						
1.						
TO PROVIDE ANSWERS TO QUESTIONS RECEIVED FOR THIS REQUEST FOR INFORMATION ONLY.						
2.						
TO MOVE THE BID OPENING FROM 5/30/2013 @ 4:00 PM TO 6/4/2013 @ 1:30 PM.						
3.						
TO PROVIDE THE ADDENDUM ACKNOWLEDGMENT.						
END OF ADDENDUM NO. 1						
06/04/13 11:31:45 AM West Virginia Purchasing Division						

SIGNATURE	TELEPHONE (914) 989-2909	DATE 6/3/2013
TITLE Founder CEO	FEIN 13-4100917	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO SOLICITATION, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

**SOLICITATION NUMBER:** EDD393080

**Addendum Number:** 01

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The purpose of this addendum is to modify the solicitation identified as ("Solicitation") to reflect the change(s) identified and described below.

**Applicable Addendum Category:**

- Modify bid opening date and time
- Modify specifications of product or service being sought
- Attachment of vendor questions and responses
- Attachment of pre-bid sign-in sheet
- Correction of error
- Other

**Description of Modification to Solicitation:**

1. To move the bid opening from 5/30/13 at 4:00 pm to 6/4/2013 at 1:30 pm
2. To provide answers to questions received.
3. To provide the addendum acknowledgment.

**Additional Documentation:** Documentation related to this Addendum (if any) has been included herewith as Attachment A and is specifically incorporated herein by reference.

**Terms and Conditions:**

1. All provisions of the Solicitation and other addenda not modified herein shall remain in full force and effect.
2. Vendor should acknowledge receipt of all addenda issued for this Solicitation by completing an Addendum Acknowledgment, a copy of which is included herewith. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.

# ATTACHMENT A

RFI – EDD393080

Questions and Responses

1Q.	3. Have a platform that can integrate existing and new tools (e.g., attendance, grade, messaging, user-level customized reports, assessment results, etc.). Are there existing tools that you can mention or describe?
1R.	The purpose of this specification is to review vendor options that will seamlessly interface with the existing WVEIS platform. The WVDE would like to review options that provide enhanced data entry tools at the classroom level as well as improved reporting capacity. It would be valuable if the vendor was able to provide details about any such tools they have created or how other third-party solutions could be integrated within their platform. Currently, the WVDE has several applications for which integration would be valuable. These include an Early Warning System for identification of potential dropouts and an incident based Discipline Management System. Additionally, an explanation of how the vendor's platform integrates with solutions such as online grade books, assessment modules, learning management systems, etc. would be beneficial.
2Q.	8. Can be seamlessly integrated with existing data sets/systems. Are there data sets/systems outside WVEIS you can mention?
2R.	<b>In addition to the WVEIS databases, there are a number of data systems used by the WVDE, LEAs, and schools. These include vendor assessment data systems, the state-run child nutrition system, DHHR data systems, Medicaid billing systems, parent notification systems, grade books, Individual Education Programs (IEP), etc.</b>
3Q.	10. Comply with industry standards for data exchange. Are there data exchange data standards you are currently working with or interested in? Are there SIF or Ed-Fi projects in place or underway?
3R.	We are in the process of moving toward SIF. Additionally, compliance with the Common Education Data Standards (CEDS) is of interest.
4Q.	11. Support standard structured query language (SQL). What are the intended use cases (ex. Analysis, data updates and maintenance, etc.)?
4R.	The primary intent of this portion of the RFI was to understand if WVDE Office of Information System current practices regarding SQL would continue to be viable with available vendor solutions. Data analysis is of significant interest in this Request For Information as well as extraction for use within other systems for research purposes, etc. Additionally, vendors may provide details about how SQL is used within their product(s) for updates and maintenance of existing databases. Any information regarding how current data system business rules are maintained would also be of interest.

**ADDENDUM ACKNOWLEDGEMENT FORM**  
**SOLICITATION NO.: EDD393080**

**Instructions:** Please acknowledge receipt of all addenda issued with this solicitation by completing this addendum acknowledgment form. Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

**Acknowledgment:** I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

**Addendum Numbers Received:**

(Check the box next to each addendum received)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Addendum No. 1 | <input type="checkbox"/> Addendum No. 6  |
| <input type="checkbox"/> Addendum No. 2            | <input type="checkbox"/> Addendum No. 7  |
| <input type="checkbox"/> Addendum No. 3            | <input type="checkbox"/> Addendum No. 8  |
| <input type="checkbox"/> Addendum No. 4            | <input type="checkbox"/> Addendum No. 9  |
| <input type="checkbox"/> Addendum No. 5            | <input type="checkbox"/> Addendum No. 10 |

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any state personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

eScholar LLC

Company

Authorized Signature

June 3, 2013

Date

**NOTE:** This addendum acknowledgment should be submitted with the bid to expedite document processing.  
Revised 6/8/2012



State of West Virginia  
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 1900 KANAWHA BOULEVARD, EAST  
 CHARLESTON, WV  
 25305-0330

DATE PRINTED
05/15/2013

BID OPENING DATE: 05/30/2013 BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>THAT CAN ADDRESS THE CONSIDERATIONS IDENTIFIED IN THE ATTACHED SPECIFICATIONS TO FACILITATE INTEGRATING STUDENT INFORMATION.</p> <p>***** THIS IS THE END OF RFQ EDD393080 ***** TOTAL: _____</p>						

SIGNATURE <i>[Signature]</i>	TELEPHONE (914) 989-2909	DATE 6/3/2013
TITLE Founder + CEO	FEIN 13-4100917	ADDRESS CHANGES TO BE NOTED ABOVE

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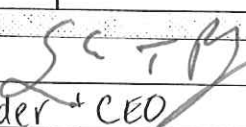
RFQ COPY  
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BID OPENING DATE: 05/30/2013 BID OPENING TIME 1:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	JB	920-04	COMMERCIAL OFF THE SHELF (COTS) SOFTWARE PRODUCTS		
<p>REQUEST FOR INFORMATION</p> <p>THE STATE OF WEST VIRGINIA AND ITS AGENCY THE WEST VIRGINIA DEPARTMENT OF EDUCATION IS SEEKING INFORMATION TO PROVIDE COMMERCIAL OFF THE SHELF (COTS) SOFTWARE PRODUCTS TO FACILITATE SEAMLESS INTEGRATION OF STUDENT INFORMATION PER THE ATTACHED SPECIFICATIONS.</p> <p>ALL INTERESTED VENDORS WISHING TO PROVIDE INFORMATION ABOUT THEIR PRODUCT IN RELATION TO THE STUDENT INFORMATION SYSTEM SHOULD PROVIDE A RESPONSE TO THE BUYER, CONNIE OSWALD AT THE LOCATION MENTIONED IN THE ATTACHED INSTRUCTIONS TO BIDDERS.</p> <p>THIS IS A REQUEST FOR INFORMATION ONLY AND IS SOLELY USED FOR INFORMATION AND PLANNING PURPOSES. THIS REQUEST FOR INFORMATION DOES NOT CONSTITUTE EITHER A REQUEST FOR PROPOSAL OR QUOTATION (RFP/RFQ) OR A PROMISE TO ISSUE A RFP OR RFQ IN THE FUTURE.</p> <p>RESPONSES WILL BE RECEIVED UNTIL 4:00 PM ON MAY 30, 2013.</p> <p>ANY QUESTIONS MAY BE FORWARDED TO THE BUYER BY NO LATER THAN MAY 24, 2013.</p>						
SIGNATURE				TELEPHONE	DATE	
 Founder + CEO				(914) 989-2909	6/3/2013	
TITLE			FEIN	ADDRESS CHANGES TO BE NOTED ABOVE		
Founder + CEO			13-4100917			

WHEN RESPONDING TO SOLICITATION, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

INSTRUCTIONS TO VENDORS SUBMITTING BIDS

1. **REVIEW DOCUMENTS THOROUGHLY:** The attached documents contain a solicitation for bids. Please read these instructions and all documents attached in their entirety. These instructions provide critical information about requirements that if overlooked could lead to disqualification of a Vendor's bid. All bids must be submitted in accordance with the provisions contained in these instructions and the Solicitation. Failure to do so may result in disqualification of Vendor's bid.
2. **MANDATORY TERMS:** The Solicitation may contain mandatory provisions identified by the use of the words "must," "will," and "shall." Failure to comply with a mandatory term in the Solicitation will result in bid disqualification.
3. **PREBID MEETING:** The item identified below shall apply to this Solicitation.

A pre-bid meeting will not be held prior to bid opening.

A NON-MANDATORY PRE-BID meeting will be held at the following place and time:

A MANDATORY PRE-BID meeting will be held at the following place and time:

All Vendors submitting a bid must attend the mandatory pre-bid meeting. Failure to attend the mandatory pre-bid meeting shall result in disqualification of the Vendor's bid. No one person attending the pre-bid meeting may represent more than one Vendor.

An attendance sheet provided at the pre-bid meeting shall serve as the official document verifying attendance. The State will not accept any other form of proof or documentation to verify attendance. Any person attending the pre-bid meeting on behalf of a Vendor must list on the attendance sheet his or her name and the name of the Vendor he or she is representing. Additionally, the person attending the pre-bid meeting should include the Vendor's E-Mail address, phone number, and Fax number on the attendance sheet. It is the Vendor's responsibility to locate the attendance sheet and provide the required



information. Failure to complete the attendance sheet as required may result in disqualification of Vendor's bid.

All Vendors should arrive prior to the starting time for the pre-bid. Vendors who arrive after the starting time but prior to the end of the pre-bid will be permitted to sign in, but are charged with knowing all matters discussed at the pre-bid.

Questions submitted at least five business days prior to a scheduled pre-bid will be discussed at the pre-bid meeting if possible. Any discussions or answers to questions at the pre-bid meeting are preliminary in nature and are non-binding. Official and binding answers to questions will be published in a written addendum to the Solicitation prior to bid opening.

4. **VENDOR QUESTION DEADLINE:** Vendors may submit questions relating to this Solicitation to the Purchasing Division. Questions must be submitted in writing. All questions must be submitted on or before the date listed below and to the address listed below in order to be considered. A written response will be published in a Solicitation addendum if a response is possible and appropriate. Non-written discussions, conversations, or questions and answers regarding this Solicitation are preliminary in nature and are non-binding.

Question Submission Deadline: May 24, 2013

Submit Questions to:

Connie Oswald

2019 Washington Street, East

P.O. Box 50130

Charleston, WV 25305

Fax: 304-558-3970

Email: Connie.S.Oswald@wv.gov

5. **VERBAL COMMUNICATION:** Any verbal communication between the Vendor and any State personnel is not binding, including that made at the mandatory pre-bid conference. Only information issued in writing and added to the Solicitation by an official written addendum by the Purchasing Division is binding.
6. **BID SUBMISSION:** All bids must be signed and delivered by the Vendor to the Purchasing Division at the address listed below on or before the date and time of the bid opening. Any bid received by the Purchasing Division staff is considered to be in the possession of the Purchasing Division and will not be returned for any reason. The bid delivery address is:

Department of Administration, Purchasing Division  
2019 Washington Street East  
P.O. Box 50130,  
Charleston, WV 25305-0130

The bid should contain the information listed below on the face of the envelope or the bid may not be considered:

SEALED BID

BUYER: \_\_\_\_\_  
SOLICITATION NO.: \_\_\_\_\_  
BID OPENING DATE: \_\_\_\_\_  
BID OPENING TIME: \_\_\_\_\_  
FAX NUMBER: \_\_\_\_\_

In the event that Vendor is responding to a request for proposal, the Vendor shall submit one original technical and one original cost proposal plus   convenience copies of each to the Purchasing Division at the address shown above. Additionally, the Vendor should identify the bid type as either a technical or cost proposal on the face of each bid envelope submitted in response to a request for proposal as follows:

BID TYPE:     Technical  
                   Cost

- 7. **BID OPENING:** Bids submitted in response to this Solicitation will be opened at the location identified below on the date and time listed below. Delivery of a bid after the bid opening date and time will result in bid disqualification. For purposes of this Solicitation, a bid is considered delivered when time stamped by the official Purchasing Division time clock.

Bid Opening Date and Time:

Request for Information Only - Please respond by 4:00 pm on May 30, 2013.

Bid Opening Location:

Department of Administration, Purchasing Division  
2019 Washington Street East  
P.O. Box 50130,  
Charleston, WV 25305-0130

- 8. **ADDENDUM ACKNOWLEDGEMENT:** Changes or revisions to this Solicitation will be made by an official written addendum issued by the Purchasing Division. Vendor should acknowledge receipt of all addenda issued with this Solicitation by completing an Addendum Acknowledgment Form, a copy of which is included herewith. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.
- 9. **BID FORMATTING:** Vendor should type or electronically enter the information onto its bid to prevent errors in the evaluation. Failure to type or electronically enter the information may result in bid disqualification.

GENERAL TERMS AND CONDITIONS:

1. **CONTRACTUAL AGREEMENT:** Issuance of a Purchase Order signed by the Purchasing Division Director, or his designee, and approved as to form by the Attorney General's office constitutes acceptance of this Contract made by and between the State of West Virginia and the Vendor. Vendor's signature on its bid signifies Vendor's agreement to be bound by and accept the terms and conditions contained in this Contract.
  
2. **DEFINITIONS:** As used in this Solicitation / Contract, the following terms shall have the meanings attributed to them below. Additional definitions may be found in the specifications included with this Solicitation / Contract.
  - 2.1 "Agency" or "Agencies" means the agency, board, commission, or other entity of the State of West Virginia that is identified on the first page of the Solicitation or any other public entity seeking to procure goods or services under this Contract.
  
  - 2.2 "Contract" means the binding agreement that is entered into between the State and the Vendor to provide the goods and services requested in the Solicitation.
  
  - 2.3 "Director" means the Director of the West Virginia Department of Administration, Purchasing Division.
  
  - 2.4 "Purchasing Division" means the West Virginia Department of Administration, Purchasing Division.
  
  - 2.5 "Purchase Order" means the document signed by the Agency and the Purchasing Division, and approved as to form by the Attorney General, that identifies the Vendor as the successful bidder and Contract holder.
  
  - 2.6 "Solicitation" means the official solicitation published by the Purchasing Division and identified by number on the first page thereof.
  
  - 2.7 "State" means the State of West Virginia and/or any of its agencies, commissions, boards, etc. as context requires.
  
  - 2.8 "Vendor" or "Vendors" means any entity submitting a bid in response to the Solicitation, the entity that has been selected as the lowest responsible bidder, or the entity that has been awarded the Contract as context requires.

3. **CONTRACT TERM; RENEWAL; EXTENSION:** The term of this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below:

**Term Contract**

**Initial Contract Term:** This Contract becomes effective on   
  
and extends for a period of  year(s).

**Renewal Term:** This Contract may be renewed upon the mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). Any request for renewal must be submitted to the Purchasing Division Director thirty (30) days prior to the expiration date of the initial contract term or appropriate renewal term. A Contract renewal shall be in accordance with the terms and conditions of the original contract. Renewal of this Contract is limited to  successive one (1) year periods. Automatic renewal of this Contract is prohibited. Notwithstanding the foregoing, Purchasing Division approval is not required on agency delegated or exempt purchases. Attorney General approval may be required for vendor terms and conditions.

**Reasonable Time Extension:** At the sole discretion of the Purchasing Division Director, and with approval from the Attorney General's office (Attorney General approval is as to form only), this Contract may be extended for a reasonable time after the initial Contract term or after any renewal term as may be necessary to obtain a new contract or renew this Contract. Any reasonable time extension shall not exceed twelve (12) months. Vendor may avoid a reasonable time extension by providing the Purchasing Division Director with written notice of Vendor's desire to terminate this Contract 30 days prior to the expiration of the then current term. During any reasonable time extension period, the Vendor may terminate this Contract for any reason upon giving the Purchasing Division Director 30 days written notice. Automatic extension of this Contract is prohibited. Notwithstanding the foregoing, Purchasing Division approval is not required on agency delegated or exempt purchases, but Attorney General approval may be required.

**Fixed Period Contract:** This Contract becomes effective upon Vendor's receipt of the notice to proceed and must be completed within  days.

**One Time Purchase:** The term of this Contract shall run from the issuance of the Purchase Order until all of the goods contracted for have been delivered, but in no event shall this Contract extend for more than one fiscal year.

**Other:** See attached.

4. **NOTICE TO PROCEED:** Vendor shall begin performance of this Contract immediately upon receiving notice to proceed unless otherwise instructed by the Agency. Unless otherwise specified, the fully executed Purchase Order will be considered notice to proceed
5. **QUANTITIES:** The quantities required under this Contract shall be determined in accordance with the category that has been identified as applicable to this Contract below.
- [ ] **Open End Contract:** Quantities listed in this Solicitation are approximations only, based on estimates supplied by the Agency. It is understood and agreed that the Contract shall cover the quantities actually ordered for delivery during the term of the Contract, whether more or less than the quantities shown.
- [ ] **Service:** The scope of the service to be provided will be more clearly defined in the specifications included herewith.
- [✓] **Combined Service and Goods:** The scope of the service and deliverable goods to be provided will be more clearly defined in the specifications included herewith.
- [ ] **One Time Purchase:** This Contract is for the purchase of a set quantity of goods that are identified in the specifications included herewith. Once those items have been delivered, no additional goods may be procured under this Contract without an appropriate change order approved by the Vendor, Agency, Purchasing Division, and Attorney General's office.
6. **PRICING:** The pricing set forth herein is firm for the life of the Contract, unless specified elsewhere within this Solicitation/Contract by the State. A Vendor's inclusion of price adjustment provisions in its bid, without an express authorization from the State in the Solicitation to do so, may result in bid disqualification.
7. **EMERGENCY PURCHASES:** The Purchasing Division Director may authorize the Agency to purchase goods or services in the open market that Vendor would otherwise provide under this Contract if those goods or services are for immediate or expedited delivery in an emergency. Emergencies shall include, but are not limited to, delays in transportation or an unanticipated increase in the volume of work. An emergency purchase in the open market, approved by the Purchasing Division Director, shall not constitute a breach of this Contract and shall not entitle the Vendor to any form of compensation or damages. This provision does not excuse the State from fulfilling its obligations under a One Time Purchase contract.
8. **REQUIRED DOCUMENTS:** All of the items checked below must be provided to the Purchasing Division by the Vendor as specified below.
- [ ] **BID BOND:** All Vendors shall furnish a bid bond in the amount of five percent (5%) of the total amount of the bid protecting the State of West Virginia. The bid bond must be submitted with the bid.

[ ] **PERFORMANCE BOND:** The apparent successful Vendor shall provide a performance bond in the amount of [ ]. The performance bond must be issued and received by the Purchasing Division prior to Contract award. On construction contracts, the performance bond must be 100% of the Contract value.

[ ] **LABOR/MATERIAL PAYMENT BOND:** The apparent successful Vendor shall provide a labor/material payment bond in the amount of 100% of the Contract value. The labor/material payment bond must be issued and delivered to the Purchasing Division prior to Contract award.

In lieu of the Bid Bond, Performance Bond, and Labor/Material Payment Bond, the Vendor may provide certified checks, cashier's checks, or irrevocable letters of credit. Any certified check, cashier's check, or irrevocable letter of credit provided in lieu of a bond must be of the same amount and delivered on the same schedule as the bond it replaces. A letter of credit submitted in lieu of a performance and labor/material payment bond will only be allowed for projects under \$100,000. Personal or business checks are not acceptable.

[ ] **MAINTENANCE BOND:** The apparent successful Vendor shall provide a two (2) year maintenance bond covering the roofing system. The maintenance bond must be issued and delivered to the Purchasing Division prior to Contract award.

[ ] **WORKERS' COMPENSATION INSURANCE:** The apparent successful Vendor shall have appropriate workers' compensation insurance and shall provide proof thereof upon request.

[ ] **INSURANCE:** The apparent successful Vendor shall furnish proof of the following insurance prior to Contract award:

[ ] **Commercial General Liability Insurance:**  
[ ] or more.

[ ] **Builders Risk Insurance:** builders risk – all risk insurance in an amount equal to 100% of the amount of the Contract.

[ ] [ ]

[ ] [ ]

[ ] [ ]

[ ] [ ]

[ ] [ ]

The apparent successful Vendor shall also furnish proof of any additional insurance requirements contained in the specifications prior to Contract award regardless of whether or not that insurance requirement is listed above.

[ ] **LICENSE(S) / CERTIFICATIONS / PERMITS:** In addition to anything required under the Section entitled Licensing, of the General Terms and Conditions, the apparent successful Vendor shall furnish proof of the following licenses, certifications, and/or permits prior to Contract award, in a form acceptable to the Purchasing Division.

[ ]	
[ ]	
[ ]	
[ ]	

The apparent successful Vendor shall also furnish proof of any additional licenses or certifications contained in the specifications prior to Contract award regardless of whether or not that requirement is listed above.

9. **LITIGATION BOND:** The Director reserves the right to require any Vendor that files a protest of an award to submit a litigation bond in the amount equal to one percent of the lowest bid submitted or \$5,000, whichever is greater. The entire amount of the bond shall be forfeited if the hearing officer determines that the protest was filed for frivolous or improper purpose, including but not limited to, the purpose of harassing, causing unnecessary delay, or needless expense for the Agency. All litigation bonds shall be made payable to the Purchasing Division. In lieu of a bond, the protester may submit a cashier's check or certified check payable to the Purchasing Division. Cashier's or certified checks will be deposited with and held by the State Treasurer's office. If it is determined that the protest has not been filed for frivolous or improper purpose, the bond or deposit shall be returned in its entirety.

10. **ALTERNATES:** Any model, brand, or specification listed herein establishes the acceptable level of quality only and is not intended to reflect a preference for, or in any way favor, a particular brand or vendor. Vendors may bid alternates to a listed model or brand provided that the alternate is at least equal to the model or brand and complies with the required specifications. The equality of any alternate being bid shall be determined by the State at its sole discretion. Any Vendor bidding an alternate model or brand should clearly identify the alternate items in its bid and should include manufacturer's specifications, industry literature, and/or any other relevant documentation demonstrating the equality of the alternate items. Failure to provide information for alternate items may be grounds for rejection of a Vendor's bid.

11. **EXCEPTIONS AND CLARIFICATIONS:** The Solicitation contains the specifications that shall form the basis of a contractual agreement. Vendor shall clearly mark any exceptions, clarifications, or

other proposed modifications in its bid. Exceptions to, clarifications of, or modifications of a requirement or term and condition of the Solicitation may result in bid disqualification.

**12. LIQUIDATED DAMAGES:** Vendor shall pay liquidated damages in the amount

	for	

This clause shall in no way be considered exclusive and shall not limit the State or Agency's right to pursue any other available remedy.

**13. ACCEPTANCE/REJECTION:** The State may accept or reject any bid in whole, or in part. Vendor's signature on its bid signifies acceptance of the terms and conditions contained in the Solicitation and Vendor agrees to be bound by the terms of the Contract, as reflected in the Purchase Order, upon receipt.

**14. REGISTRATION:** Prior to Contract award, the apparent successful Vendor must be properly registered with the West Virginia Purchasing Division and must have paid the \$125 fee if applicable.

**15. COMMUNICATION LIMITATIONS:** In accordance with West Virginia Code of State Rules §148-1-6.6, communication with the State of West Virginia or any of its employees regarding this Solicitation during the solicitation, bid, evaluation or award periods, except through the Purchasing Division, is strictly prohibited without prior Purchasing Division approval. Purchasing Division approval for such communication is implied for all agency delegated and exempt purchases.

**16. FUNDING:** This Contract shall continue for the term stated herein, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise made available, this Contract becomes void and of no effect beginning on July 1 of the fiscal year for which funding has not been appropriated or otherwise made available.

**17. PAYMENT:** Payment in advance is prohibited under this Contract. Payment may only be made after the delivery and acceptance of goods or services. The Vendor shall submit invoices, in arrears, to the Agency at the address on the face of the purchase order labeled "Invoice To."

**18. UNIT PRICE:** Unit prices shall prevail in cases of a discrepancy in the Vendor's bid.

**19. DELIVERY:** All quotations are considered freight on board destination ("F.O.B. destination") unless alternate shipping terms are clearly identified in the bid. Vendor's listing of shipping terms that contradict the shipping terms expressly required by this Solicitation may result in bid disqualification.

**20. INTEREST:** Interest attributable to late payment will only be permitted if authorized by the West Virginia Code. Presently, there is no provision in the law for interest on late payments.

**21. PREFERENCE:** Vendor Preference may only be granted upon written request and only in accordance with the West Virginia Code § 5A-3-37 and the West Virginia Code of State Rules. A Resident Vendor Certification form has been attached hereto to allow Vendor to apply for the preference. Vendor's



failure to submit the Resident Vendor Certification form with its bid will result in denial of Vendor Preference. Vendor Preference does not apply to construction projects.

22. **SMALL, WOMEN-OWNED, OR MINORITY-OWNED BUSINESSES:** For any solicitations publicly advertised for bid on or after July 1, 2012, in accordance with West Virginia Code §5A-3-37(a)(7) and W. Va. CSR § 148-22-9, any non-resident vendor certified as a small, women-owned, or minority-owned business under W. Va. CSR § 148-22-9 shall be provided the same preference made available to any resident vendor. Any non-resident small, women-owned, or minority-owned business must identify itself as such in writing, must submit that writing to the Purchasing Division with its bid, and must be properly certified under W. Va. CSR § 148-22-9 prior to submission of its bid to receive the preferences made available to resident vendors. Preference for a non-resident small, women-owned, or minority owned business shall be applied in accordance with W. Va. CSR § 148-22-9.
23. **TAXES:** The Vendor shall pay any applicable sales, use, personal property or any other taxes arising out of this Contract and the transactions contemplated thereby. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
24. **CANCELLATION:** The Purchasing Division Director reserves the right to cancel this Contract immediately upon written notice to the vendor if the materials or workmanship supplied do not conform to the specifications contained in the Contract. The Purchasing Division Director may cancel any purchase or Contract upon 30 days written notice to the Vendor in accordance with West Virginia Code of State Rules § 148-1-7.16.2.
25. **WAIVER OF MINOR IRREGULARITIES:** The Director reserves the right to waive minor irregularities in bids or specifications in accordance with West Virginia Code of State Rules § 148-1-4.6.
26. **TIME:** Time is of the essence with regard to all matters of time and performance in this Contract.
27. **APPLICABLE LAW:** This Contract is governed by and interpreted under West Virginia law without giving effect to its choice of law principles. Any information provided in specification manuals, or any other source, verbal or written, which contradicts or violates the West Virginia Constitution, West Virginia Code or West Virginia Code of State Rules is void and of no effect.
28. **COMPLIANCE:** Vendor shall comply with all applicable federal, state, and local laws, regulations and ordinances. By submitting a bid, Vendors acknowledge that they have reviewed, understand, and will comply with all applicable law.
29. **PREVAILING WAGE:** On any contract for the construction of a public improvement, Vendor and any subcontractors utilized by Vendor shall pay a rate or rates of wages which shall not be less than the fair minimum rate or rates of wages (prevailing wage), as established by the West Virginia Division of Labor under West Virginia Code §§ 21-5A-1 et seq. and available at <http://www.sos.wv.gov/administrative-law/wagerates/Pages/default.aspx>. Vendor shall be responsible for ensuring compliance with prevailing wage requirements and determining when prevailing wage

requirements are applicable. The required contract provisions contained in West Virginia Code of State Rules § 42-7-3 are specifically incorporated herein by reference.

- 30. ARBITRATION:** Any references made to arbitration contained in this Contract, Vendor's bid, or in any American Institute of Architects documents pertaining to this Contract are hereby deleted, void, and of no effect.
- 31. MODIFICATIONS:** This writing is the parties' final expression of intent. Notwithstanding anything contained in this Contract to the contrary, no modification of this Contract shall be binding without mutual written consent of the Agency, and the Vendor, with approval of the Purchasing Division and the Attorney General's office (Attorney General approval is as to form only). **No Change shall be implemented by the Vendor until such time as the Vendor receives an approved written change order from the Purchasing Division.**
- 32. WAIVER:** The failure of either party to insist upon a strict performance of any of the terms or provision of this Contract, or to exercise any option, right, or remedy herein contained, shall not be construed as a waiver or a relinquishment for the future of such term, provision, option, right, or remedy, but the same shall continue in full force and effect. Any waiver must be expressly stated in writing and signed by the waiving party.
- 33. SUBSEQUENT FORMS:** The terms and conditions contained in this Contract shall supersede any and all subsequent terms and conditions which may appear on any form documents submitted by Vendor to the Agency or Purchasing Division such as price lists, order forms, invoices, sales agreements, or maintenance agreements, and includes internet websites or other electronic documents. Acceptance or use of Vendor's forms does not constitute acceptance of the terms and conditions contained thereon.
- 34. ASSIGNMENT:** Neither this Contract nor any monies due, or to become due hereunder, may be assigned by the Vendor without the express written consent of the Agency, the Purchasing Division, the Attorney General's office (as to form only), and any other government agency or office that may be required to approve such assignments. Notwithstanding the foregoing, Purchasing Division approval may or may not be required on certain agency delegated or exempt purchases.
- 35. WARRANTY:** The Vendor expressly warrants that the goods and/or services covered by this Contract will: (a) conform to the specifications, drawings, samples, or other description furnished or specified by the Agency; (b) be merchantable and fit for the purpose intended; and (c) be free from defect in material and workmanship.
- 36. STATE EMPLOYEES:** State employees are not permitted to utilize this Contract for personal use and the Vendor is prohibited from permitting or facilitating the same.
- 37. BANKRUPTCY:** In the event the Vendor files for bankruptcy protection, the State of West Virginia may deem this Contract null and void, and terminate this Contract without notice.

**38. HIPAA BUSINESS ASSOCIATE ADDENDUM:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, is available online at <http://www.state.wv.us/admin/purchase/vrc/hipaa.html> and is hereby made part of the agreement provided that the Agency meets the definition of a Covered entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the Vendor. Additionally, the HIPAA Privacy, Security, Enforcement & Breach Notification Final Omnibus Rule was published on January 25, 2013. It may be viewed online at <http://www.gpo.gov/fdsys/pkg/FR-2013-01-25/pdf/2013-01073.pdf>. Any organization, that qualifies as the Agency's Business Associate, is expected to be in compliance with this Final Rule. For those Business Associates entering into contracts with a HIPAA Covered State Agency between January 25, 2013 and the release of the 2013 WV State Agency Business Associate Agreement, or September 23, 2013 (whichever is earlier), be advised that you will be required to comply with the 2013 WV State Agency Business Associate Agreement. For those Business Associates with contracts with a HIPAA Covered State Agency executed prior to January 25, 2013, be advised that upon renewal or modification, you will be required to comply with the 2013 WV State Agency Business Associate Agreement no later than September 22, 2014.

**39. CONFIDENTIALITY:** The Vendor agrees that it will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the Agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the Agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/default.html>.

**40. DISCLOSURE:** Vendor's response to the Solicitation and the resulting Contract are considered public documents and will be disclosed to the public in accordance with the laws, rules, and policies governing the West Virginia Purchasing Division. Those laws include, but are not limited to, the Freedom of Information Act found in West Virginia Code § 29B-1-1 et seq.

If a Vendor considers any part of its bid to be exempt from public disclosure, Vendor must so indicate by specifically identifying the exempt information, identifying the exemption that applies, providing a detailed justification for the exemption, segregating the exempt information from the general bid information, and submitting the exempt information as part of its bid but in a segregated and clearly identifiable format. Failure to comply with the foregoing requirements will result in public disclosure of the Vendor's bid without further notice. A Vendor's act of marking all or nearly all of its bid as exempt is not sufficient to avoid disclosure and WILL NOT BE HONORED. Vendor's act of marking a bid or any part thereof as "confidential" or "proprietary" is not sufficient to avoid disclosure and WILL NOT BE HONORED. In addition, a legend or other statement indicating that all or substantially all of the bid is exempt from disclosure is not sufficient to avoid disclosure and WILL NOT BE HONORED. Vendor will be required to defend any claimed exemption for nondisclosure in the event of an administrative or judicial challenge to the State's nondisclosure. Vendor must indemnify the State for any costs incurred related to any exemptions claimed by Vendor. Any questions regarding the applicability of the various public records laws should be addressed to your own legal counsel prior to bid submission.

- 41. LICENSING:** In accordance with West Virginia Code of State Rules §148-1-6.1.7, Vendor must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agency or political subdivision. Upon request, the Vendor must provide all necessary releases to obtain information to enable the Purchasing Division Director or the Agency to verify that the Vendor is licensed and in good standing with the above entities.
- 42. ANTITRUST:** In submitting a bid to, signing a contract with, or accepting a Purchase Order from any agency of the State of West Virginia, the Vendor agrees to convey, sell, assign, or transfer to the State of West Virginia all rights, title, and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to Vendor.
- 43. VENDOR CERTIFICATIONS:** By signing its bid or entering into this Contract, Vendor certifies (1) that its bid was made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, person or entity submitting a bid for the same material, supplies, equipment or services; (2) that its bid is in all respects fair and without collusion or fraud; (3) that this Contract is accepted or entered into without any prior understanding, agreement, or connection to any other entity that could be considered a violation of law; and (4) that it has reviewed this RFQ in its entirety; understands the requirements, terms and conditions, and other information contained herein. Vendor's signature on its bid also affirms that neither it nor its representatives have any interest, nor shall acquire any interest, direct or indirect, which would compromise the performance of its services hereunder. Any such interests shall be promptly presented in detail to the Agency.

The individual signing this bid on behalf of Vendor certifies that he or she is authorized by the Vendor to execute this bid or any documents related thereto on Vendor's behalf; that he or she is authorized to bind the Vendor in a contractual relationship; and that, to the best of his or her knowledge, the Vendor has properly registered with any State agency that may require registration.

- 44. PURCHASING CARD ACCEPTANCE:** The State of West Virginia currently utilizes a Purchasing Card program, administered under contract by a banking institution, to process payment for goods and services. The Vendor must accept the State of West Virginia's Purchasing Card for payment of all orders under this Contract unless the box below is checked.

Vendor is not required to accept the State of West Virginia's Purchasing Card as payment for all goods and services.

- 45. VENDOR RELATIONSHIP:** The relationship of the Vendor to the State shall be that of an independent contractor and no principal-agent relationship or employer-employee relationship is contemplated or created by this Contract. The Vendor as an independent contractor is solely liable for the acts and omissions of its employees and agents. Vendor shall be responsible for selecting,

supervising, and compensating any and all individuals employed pursuant to the terms of this Solicitation and resulting contract. Neither the Vendor, nor any employees or subcontractors of the Vendor, shall be deemed to be employees of the State for any purpose whatsoever. Vendor shall be exclusively responsible for payment of employees and contractors for all wages and salaries, taxes, withholding payments, penalties, fees, fringe benefits, professional liability insurance premiums, contributions to insurance and pension, or other deferred compensation plans, including but not limited to, Workers' Compensation and Social Security obligations, licensing fees, *etc.* and the filing of all necessary documents, forms and returns pertinent to all of the foregoing. Vendor shall hold harmless the State, and shall provide the State and Agency with a defense against any and all claims including, but not limited to, the foregoing payments, withholdings, contributions, taxes, Social Security taxes, and employer income tax returns.

- 46. INDEMNIFICATION:** The Vendor agrees to indemnify, defend, and hold harmless the State and the Agency, their officers, and employees from and against: (1) Any claims or losses for services rendered by any subcontractor, person, or firm performing or supplying services, materials, or supplies in connection with the performance of the Contract; (2) Any claims or losses resulting to any person or entity injured or damaged by the Vendor, its officers, employees, or subcontractors by the publication, translation, reproduction, delivery, performance, use, or disposition of any data used under the Contract in a manner not authorized by the Contract, or by Federal or State statutes or regulations; and (3) Any failure of the Vendor, its officers, employees, or subcontractors to observe State and Federal laws including, but not limited to, labor and wage and hour laws.
- 47. PURCHASING AFFIDAVIT:** In accordance with West Virginia Code § 5A-3-10a, all Vendors are required to sign, notarize, and submit the Purchasing Affidavit stating that neither the Vendor nor a related party owe a debt to the State in excess of \$1,000. The affidavit must be submitted prior to award, but should be submitted with the Vendor's bid. A copy of the Purchasing Affidavit is included herewith.
- 48. ADDITIONAL AGENCY AND LOCAL GOVERNMENT USE:** This Contract may be utilized by and extends to other agencies, spending units, and political subdivisions of the State of West Virginia; county, municipal, and other local government bodies; and school districts ("Other Government Entities"). This Contract shall be extended to the aforementioned Other Government Entities on the same prices, terms, and conditions as those offered and agreed to in this Contract. If the Vendor does not wish to extend the prices, terms, and conditions of its bid and subsequent contract to the Other Government Entities, the Vendor must clearly indicate such refusal in its bid. A refusal to extend this Contract to the Other Government Entities shall not impact or influence the award of this Contract in any manner.
- 49. CONFLICT OF INTEREST:** Vendor, its officers or members or employees, shall not presently have or acquire any interest, direct or indirect, which would conflict with or compromise the performance of its obligations hereunder. Vendor shall periodically inquire of its officers, members and employees to ensure that a conflict of interest does not arise. Any conflict of interest discovered shall be promptly presented in detail to the Agency.

**50. REPORTS:** Vendor shall provide the Agency and/or the Purchasing Division with the following reports identified by a checked box below:

- Such reports as the Agency and/or the Purchasing Division may request. Requested reports may include, but are not limited to, quantities purchased, agencies utilizing the contract, total contract expenditures by agency, etc.
- Quarterly reports detailing the total quantity of purchases in units and dollars, along with a listing of purchases by agency. Quarterly reports should be delivered to the Purchasing Division via email at [purchasing.requisitions@wv.gov](mailto:purchasing.requisitions@wv.gov).

**51. BACKGROUND CHECK:** In accordance with W. Va. Code § 15-2D-3, the Director of the Division of Protective Services shall require any service provider whose employees are regularly employed on the grounds or in the buildings of the Capitol complex or who have access to sensitive or critical information to submit to a fingerprint-based state and federal background inquiry through the state repository. The service provider is responsible for any costs associated with the fingerprint-based state and federal background inquiry.

After the contract for such services has been approved, but before any such employees are permitted to be on the grounds or in the buildings of the Capitol complex or have access to sensitive or critical information, the service provider shall submit a list of all persons who will be physically present and working at the Capitol complex to the Director of the Division of Protective Services for purposes of verifying compliance with this provision.

The State reserves the right to prohibit a service provider's employees from accessing sensitive or critical information or to be present at the Capitol complex based upon results addressed from a criminal background check.

Service providers should contact the West Virginia Division of Protective Services by phone at (304) 558-9911 for more information.

**52. PREFERENCE FOR USE OF DOMESTIC STEEL PRODUCTS:** Except when authorized by the Director of the Purchasing Division pursuant to W. Va. Code § 5A-3-56, no contractor may use or supply steel products for a State Contract Project other than those steel products made in the United States. A contractor who uses steel products in violation of this section may be subject to civil penalties pursuant to W. Va. Code § 5A-3-56. As used in this section:

- a. "State Contract Project" means any erection or construction of, or any addition to, alteration of or other improvement to any building or structure, including, but not limited to, roads or highways, or the installation of any heating or cooling or ventilating plants or other equipment, or the supply of and materials for such projects, pursuant to a contract with the State of West Virginia for which bids were solicited on or after June 6, 2001.
- b. "Steel Products" means products rolled, formed, shaped, drawn, extruded, forged, cast, fabricated or otherwise similarly processed, or processed by a combination of two or more or

such operations, from steel made by the open hearth, basic oxygen, electric furnace, Bessemer or other steel making process.

The Purchasing Division Director may, in writing, authorize the use of foreign steel products if:

- a. The cost for each contract item used does not exceed one tenth of one percent (.1%) of the total contract cost or two thousand five hundred dollars (\$2,500.00), whichever is greater. For the purposes of this section, the cost is the value of the steel product as delivered to the project; or
- b. The Director of the Purchasing Division determines that specified steel materials are not produced in the United States in sufficient quantity or otherwise are not reasonably available to meet contract requirements.

**53. PREFERENCE FOR USE OF DOMESTIC ALUMINUM, GLASS, AND STEEL:** In Accordance with W. Va. Code § 5-19-1 et seq., and W. Va. CSR § 148-10-1 et seq., for every contract or subcontract, subject to the limitations contained herein, for the construction, reconstruction, alteration, repair, improvement or maintenance of public works or for the purchase of any item of machinery or equipment to be used at sites of public works, only domestic aluminum, glass or steel products shall be supplied unless the spending officer determines, in writing, after the receipt of offers or bids, (1) that the cost of domestic aluminum, glass or steel products is unreasonable or inconsistent with the public interest of the State of West Virginia, (2) that domestic aluminum, glass or steel products are not produced in sufficient quantities to meet the contract requirements, or (3) the available domestic aluminum, glass, or steel do not meet the contract specifications. This provision only applies to public works contracts awarded in an amount more than fifty thousand dollars (\$50,000) or public works contracts that require more than ten thousand pounds of steel products.

The cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than twenty percent (20%) of the bid or offered price for foreign made aluminum, glass, or steel products. If the domestic aluminum, glass or steel products to be supplied or produced in a "substantial labor surplus area", as defined by the United States Department of Labor, the cost of domestic aluminum, glass, or steel products may be unreasonable if the cost is more than thirty percent (30%) of the bid or offered price for foreign made aluminum, glass, or steel products.

This preference shall be applied to an item of machinery or equipment, as indicated above, when the item is a single unit of equipment or machinery manufactured primarily of aluminum, glass or steel, is part of a public works contract and has the sole purpose or of being a permanent part of a single public works project. This provision does not apply to equipment or machinery purchased by a spending unit for use by that spending unit and not as part of a single public works project.

All bids and offers including domestic aluminum, glass or steel products that exceed bid or offer prices including foreign aluminum, glass or steel products after application of the preferences provided in this provision may be reduced to a price equal to or lower than the lowest bid or offer price for foreign aluminum, glass or steel products plus the applicable preference. If the reduced bid or offer prices are made in writing and supersede the prior bid or offer prices, all bids or offers, including the reduced bid or offer prices, will be reevaluated in accordance with this rule.

## WVDE Enhanced Data Entry Solution Request for Information

### Description:

The West Virginia Department of Education (WVDE) is issuing this Request for Information (RFI) and does not constitute a commitment, implied or otherwise, that the State of West Virginia will take procurement action in this matter. Further, the State will not be responsible for any cost incurred by respondents for preparing or submitting a response to this RFI.

The information will be reviewed for the purpose of educating WVDE as to the capabilities of "Commercial Off-The-Shelf" (COTS) Software Products that can address the considerations identified below. While WVDE envisions a COTS solution for its enhanced data entry solution, it remains open to alternatives, such as COTS-based with customization or a fully customized solution to facilitate seamless integration with WVDE's student information system (WVEIS). WVEIS is built on an IBM iSeries platform using DB2/400 as the database server. This system contains fifty-seven district level relational databases with multiple tables, and annual data being maintained in representative DB2/400 members. Data are transported from district to district at the database level.

The WVDE will not attempt to identify providers through the RFI process or procure any goods or services. The RFI process is a vehicle to determine the interest of organizations in providing an enhanced data entry system that functions within or as part of the current system. This is an effort to construct the best possible application process for this initiative.

### WVDE Considerations:

WVDE is interested in learning more about COTS, COTS with customization, or fully customized software products from vendors with experience in the k-12 educational sector that:

1. Provide a data entry platform online and mobile ready
2. Support, pull, and transform data from/across multiple sources to be presented in a unified interface
3. Have a platform that can integrate existing and new tools (e.g., attendance, grades, messaging, user-level customized reports, assessment results, etc.).
4. Can integrate with existing single-sign-on structures
5. Have interfaces/dashboards that are intuitive, well designed, easy to use across multiple role-based access levels
6. Allow for customized reports that provide instructional recommendations (e.g., strategies, tools, resources, or supports) based on data-driven and standards-based results.
7. Have the capability of creating student profiles that provide information about students' full educational careers
8. Can be seamlessly integrated with existing data sets/systems
9. Provide custom and on-the-fly reporting capabilities and analytics
10. Comply with industry standards for data exchange



11. Support standard structured query language (SQL)
12. Provide adequate data privacy and security
13. Are supported with training and end-user support
14. Align and report on all content including integrated third party content as a cross-sectional analysis of daily instruction and student performance by standard
15. Have the ability to support batch and event-based data integrations
16. Integrate existing Early Warning System or provide a student-focused early warning system and corresponding reporting
17. Provide lesson planning capabilities for teachers that could include third-party content
18. Allow for system components to be tagged with flags/identifiers that are state-defined (e.g., Common Core State Standards, WV State Standards, etc.)

**Responses:**

Interested vendors are encouraged to submit a notice of interest on company letterhead along with a brochure and/or a detailed description of such product(s). The information furnished should document the general functionality of the software and how it might address the considerations outlined in this RFI. WVDE may subsequently invite a representation of vendors to provide a two-hour demonstration of their software products. Please include in your response:

- Representative timeline for typical product implementation
- Representative staffing for typical implementation
- Examples of any representative project plans

Note that this is not a Request for Proposals, but rather an invitation to inform WVDE of the current capabilities of enterprise decision support or business intelligence systems available in the market.

**Response Due Date:**


Submissions are requested by 4:00 PM EST, May 30, 2013. Please address them to:

Connie Oswald  
WV Purchasing Division  
2019 Washington Street, East  
Charleston, WV 25305  
Fax: 304.558.3970

CERTIFICATION AND SIGNATURE PAGE

By signing below, I certify that I have reviewed this Solicitation in its entirety; understand the requirements, terms and conditions, and other information contained herein; that I am submitting this bid or proposal for review and consideration; that I am authorized by the bidder to execute this bid or any documents related thereto on bidder's behalf; that I am authorized to bind the bidder in a contractual relationship; and that to the best of my knowledge, the bidder has properly registered with any State agency that may require registration.

eScholar LLC  
\_\_\_\_\_  
(Company)

  
\_\_\_\_\_  
(Authorized Signature)

Shawn T. Bay  
\_\_\_\_\_  
(Representative Name, Title)

(914) 989-2909                      (914) 989-2990  
\_\_\_\_\_  
(Phone Number)                      (Fax Number)

6/3/2013  
\_\_\_\_\_  
(Date)



Personalized education starts at eScholar.

# Response to Request for Information

Response to Request from  
The State of West Virginia Department of Education

**RFI # EDD393080 - this bid supersedes any and all bids received previously**



June 04, 2013  
1:30pm EDT

eScholar LLC  
222 Bloomingdale Road, Suite 107  
White Plains, New York 10605

Shawn T. Bay  
Founder and CEO  
914.989.2909  
[sbay@escholar.com](mailto:sbay@escholar.com)



Personalized education starts at eScholar.

May 29, 2013

Connie Oswald  
WV Purchasing Division  
2019 Washington Street, East  
Charleston, WV 25305  
Via Fax: (304) 558-3970

Re: COTS Integrated Student Information System– RFI Notice # EDD393080

Dear Ms. Oswald:

We are pleased to have this opportunity through the above referenced notice to provide information on eScholar LLC and our products. Consider this letter as our notice of interest in participating in any subsequent Request for Proposal that may stem from this Request for Information.

We hope that the State of West Virginia Department of Education will find the information we have presented valuable as you continue your review of "Commercial Off-The-Shelf" (COTS) Software Products. We believe that we have succinctly addressed your considerations for a solution as specified in the RFI Notice # EDD393080.

The following individual is the designated contact to arrange for demonstration or for questions:

Dina Kovoros  
Solutions Engineer  
(914) 989-2917  
email: [dkovoros@escholar.com](mailto:dkovoros@escholar.com)

We welcome the opportunity to meet with you to discuss our response in more detail.

Sincerely,

A handwritten signature in black ink, appearing to read "Shawn T. Bay".

Shawn T. Bay  
Founder and Chief Executive Officer  
eScholar LLC

## Solution Overview

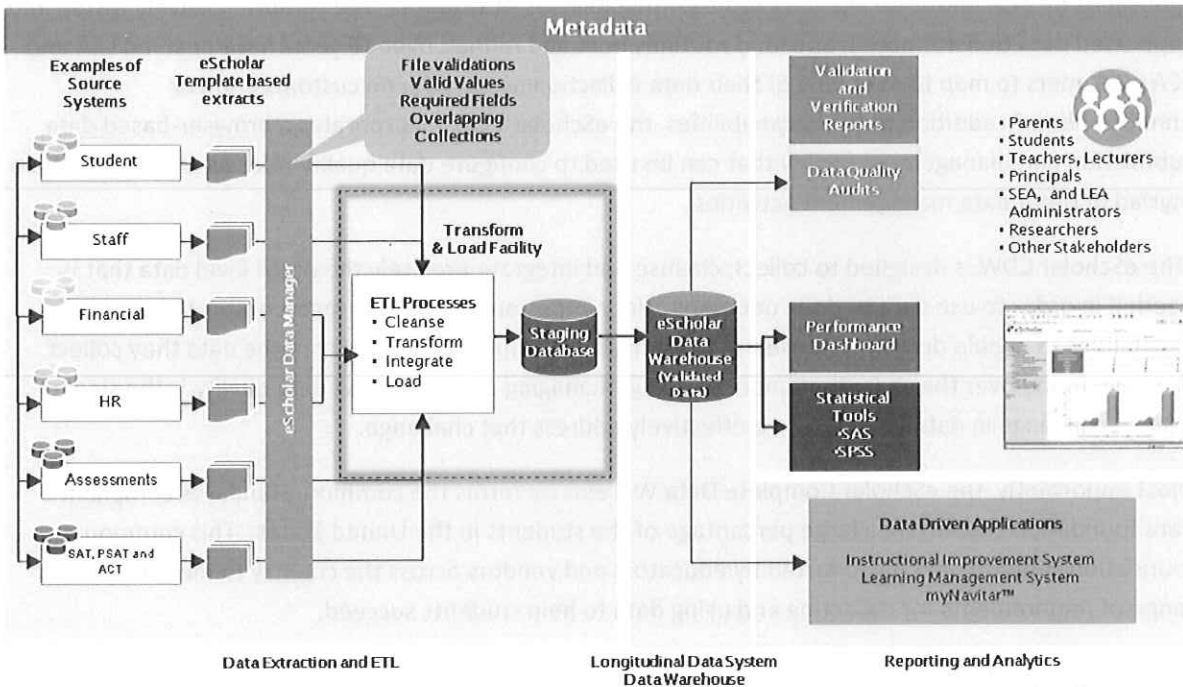


Figure 1 eScholar CDW Solution Overview

## eScholar Complete Data Warehouse® for PK-12

eScholar offers the most comprehensive data warehouse solution available for PK-12. Our comprehensive, detailed and longitudinal structure is crucial to the analysis demanded by local and state educators and policy makers who want to foster a data-driven decision-making environment and address statutory reporting requirements including Federal reporting requirements. At the core of our solution is the most complete data model in the education data warehouse market. With over 3,500 data elements, representing critical data categories from student and staff demographics through courses, assessments, programs and services, facilities, finance and others, eScholar enables education agencies to not only accelerate their time to implementation and reduce implementation risk and cost, but also dramatically improve their ability to meet state and federal reporting mandates and create a comprehensive longitudinal data system solution that supports evolving future needs.

Currently in its 14th release, the eScholar Complete Data Warehouse® for PK-12 (eScholar CDW) has become an indispensable solution to local and state education agencies for integrating and managing the vast quantity of information they collect on students, programs, teachers and much more. The eScholar CDW is already relied on by eight state education agencies including New York, Nebraska, New Mexico, Pennsylvania, Iowa, North Carolina, Mississippi and Texas.

The eScholar CDW incorporates data loading, data transformation, data integration, data quality and data management capabilities that are built on eScholar's sixteen years of experience working with thousands of local and state agencies representing millions of students. The comprehensively tested and supported data transformation and load routines built and refined over 16 years have enabled LEA and SEA customers to map to over 90% of their data collection needs with no customization or enhancement. In addition to these capabilities, the eScholar CDW incorporates a browser-based data submission and management facility that can be used to configure data quality rules as well as address a myriad of other data management activities.

The eScholar CDW is designed to collect, cleanse and integrate precisely the detail level data that is needed in order to use data to drive decisions. Very importantly, eScholar incorporates the proven capabilities to enable districts themselves to manage and improve the quality of the data they collect. We have found over the years that understanding, managing and improving data quality is the single biggest challenge in data usage and we effectively address that challenge.

Most importantly, the eScholar Complete Data Warehouse forms the common, standards compliant data foundation supporting a large percentage of the students in the United States. This common foundation supports and is supported by educators and vendors across the country to meet the broad range of requirements for collecting and using data to help students succeed.

### *Interoperability of Our Solution*

At eScholar, we have seen our 4800 districts deliver data visually in many formats, using many technologies and in many types of applications. These range from powerful and sophisticated interfaces used by statisticians (for example: SPSS and SAS), powerful OLAP and reporting tools from Microsoft, Oracle and COGNOS, as well as instructional improvement applications from Schoolnet, Amplify (formerly Wireless Generation) and more. We also see our customers interface data back from their data warehouses into Student Information Systems. Customers also are deploying powerful applications that present and produce valuable data to individual teachers for managing Response to Intervention processes. All of these ways of visualizing and using data can be valuable because they drive informed actions that improve education.

The field of data visualization is evolving constantly, we would suggest that the WVDE choose an approach that provides the flexibility to deliver data using the many tools and approaches that will meet the many very targeted needs and put the rich data resource of a data warehouse to work helping improve education for students.

eScholar and our customers and partners have integrated billions of records of data from sources that include essentially all Student Information Systems, Special Education systems, data warehouses, assessment management systems and much more. These data have resided in everything from mainframes to spreadsheets.

In our experience with our statewide and individual LEA implementations, we have found that there are various interfaces that are appropriate for the many constituencies that can benefit from longitudinal data. This is a key reason that our products have been designed with an open and standards-oriented architecture. This has enabled our customers to deploy a full range of interfaces that meet various capability and usability requirements.

These capabilities range from distribution of hard copy reports to accessing data through interfaces that provide statistical analysis capabilities to researchers, instructional management for teachers, and online interfaces designed for easy access to parents. eScholar also partners with a variety of business intelligence vendors that work with our SEA and LEA customers to provide data reporting and analytics at all levels. Any SQL or ODBC compliant reporting or analytical tool can work with eScholar. eScholar customers are accessing their eScholar solution using a number of leading reporting and analysis products from vendors such as SAP/BusinessObjects, Oracle, IBM Cognos, Microsoft Reporting Services, SPSS, JasperSoft, Hyperion and others.

### *Other Complementary Products*

eScholar products have been used to support direct instructional activities in the classroom. The eScholar CDW is the data foundation for New York State Education Department's Data Mentor System, which delivers data analysis, intervention planning and instructional content to teachers across the state.

In addition, eScholar UID® for Students, a Student identifier management system, is the chosen system in eleven state education agencies including DC-OSSE, IA, GA, KS, MO, NC, NE, NM, PA, SC, and TX, as well as the US Department of Defense Education Activity (DoDEA). Additionally, a custom unique student identifier solution was developed by eScholar for the US Department of Education's Migrant Student Information Exchange (MSIX). eScholar's staff identifier system, eScholar Uniq-ID® for Staff, was chosen by Kansas Department of Education and North Carolina Department of Public Instruction to assign identifiers to their staff without the use of social security numbers.

eScholar Interstate™ ID eXchange, builds upon eScholar's experience as the most widely deployed statewide student identifier system, to establish a cross reference to other state identifiers, resulting in a complete understanding of where a student has received education. This initiative has been launched by three of the Midwest Education Information Consortium (MEIC) members (Iowa, Kansas and Nebraska), as a secure solution to eliminate false drop outs and maintain student identity as they move between states.

### *Vendor Community*

As eScholar products have been broadly deployed over the years, many vendors have partnered with us to help educators get the most out of their investment. In addition, the leading implementation and project leadership service providers have developed practices focused exclusively on large scale implementation of eScholar products. eScholar has analytics and reporting partners, data driven

learning and instructional management system partners, technology partners, assessment partners and implementation services partners. Here is a partial list of our partners and the ways we interact with them.

### **Technology Partners**

- IBM
- Microsoft
- Oracle
- Pitney Bowes
- VMWare

### **Data Driven Applications sourcing data from the eScholar CDW (selected examples)**

Reporting, analysis and integration with a wide variety of data driven applications is at the heart of the eScholar CDW. Some of the reporting, analysis, and data driven applications used against the eScholar CDW include:

- NYC ARIS - The NYC Department of Education's Achievement Reporting & Innovation System
- SchoolNet - Instructional Management Solution
- Data Mentor – K-12 Assessment Analysis for informing instruction
- eScholar myTrack – used by teachers, guidance counselors, parents and students to improve student performance
- studentGPS – early warning dashboards used in Texas

### **Dashboard Vendors**

- Tableau
- Jaspersoft
- Pentaho
- ClickView
- Microstrategies

### **Certified Database Platforms**

- Microsoft - SQL Server 2008
- Oracle - 10g and higher

### **Formative Assessment Partners**

- Scantron
- Edusoft
- SchoolNet

### **National Assessments (Assessment Name / Publisher)**

- Acuity CTB McGraw Hill
- Advanced Placement (AP) College Board
- American College Test (ACT) ACT
- Dynamic Indicator of Basic English Skills (DIBELS) University of Oregon
- Measures of Academic Progress (MAP) NWEA

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- Preliminary Scholastic Aptitude Test (PSAT) College Board
- Stanford Assessment Test (10th Edition) (SAT-10) Harcourt
- Scholastic Aptitude Test (SAT) College Board

### Implementation Services Partners

- Deloitte Consulting
- Ciber
- The James Group
- Tandom Conglomerate
- eScholar Professional Services

The product comes with a comprehensive set of documentation including:

### eScholar Documentation

Title of Document	Audience	Description of Contents
<b>eScholar Data Integration™ Templates</b>	Data Analysts	Defines the layouts and extract rules for creating files that can be loaded into the CDW data model. Each template is an Excel worksheet defining fields, field length and data type information, extract rules and data file dependencies. Sample data values and matching National Center for Education Statistics (NCES) Data Handbook Element Numbers are also provided, where applicable. Both Warehouse and Lookup templates are available in the same workbook. In general there is one template per data model table.
<b>Assessment Extract Lookup Data Load Templates</b>	Data Analysts	Defines the layouts and extract rules for creating files that can be loaded into the CDW data model in support of eScholar Assessment Extract plans. Each template is an Excel worksheet defining fields, field length and data type information, extract rules and data file dependencies. There is one template per assessment extract lookup table.
<b>New Features Guide</b>	System Administrators	Specifies the significant new features in the current version of the eScholar CDW such as infrastructure changes, new fields and business rules by domain, and support changes.
<b>Post Release Notes</b>	System Administrators	Provides a list of defects detected and how they have been addressed since the general availability of the last major release.
<b>Best Practices Guide</b>	Data Analysts	Provides a definition for each template field. The documents are organized by data domain and provide the additional information needed to understand the purpose of each field. They are meant to supplement the information already found on the templates, i.e., business rules and NCES Element Numbers.
<b>Load Plan Parameter Guide</b>	System Administrators	Contains the detailed information that describes each eScholar Load Plan, in particular the parameters that can be specified for each plan. There is one Load Plan for each eScholar template. The Load Sequence (found in the lower part of each template) defines the order in which to load the data.

Title of Document	Audience	Description of Contents
<b>Data Model Diagrams</b>	System Administrators, Data Analysts	Define the eScholar CDW Data Models for Oracle DBMS and Microsoft SQL Server DBMS. The Lookup and Warehouse tables are defined in a single Data Model document.
<b>Physical Data Model</b>	System Administrators, Data Analysts	Defines the eScholar CDW physical Data Model
<b>Assessment Extract Plan Installation Guide</b>	Data Analysts	Provides the instructions for loading assessment lookup table data, importing assessment plans into the repository and setting up command files for newly imported plans. This document is intended to be used by self-hosted clients using eScholar-supplied assessment extraction plans.
<b>Valid Values Guide</b>	System Administrators, Data Analysts	Provides guidance on implementing the eScholar Valid Values solution, which allows clients to assess certain data fields against a required set of codes. The solution allows the client to select the desired level of validation separately for each individual field that may be assessed. Fields associated with Lookups and selected other fields are part of the Valid Values solution.
<b>Guide to eScholar Utilities</b>	System Administrators	Contain detailed information on Utility Plans provided in the eScholar Repository including a plan to create Calendar Period data, plans to generate data for a new School Year or Fiscal Year and a plan to retrieve load plan statistics.
<b>Guide to Extracting Data</b>	System Administrators, Data Analysts	Contains information useful to developers of extract routines including a detailed description of the contents of the eScholar templates and an overview of how the eScholar data load plans work.
<b>Guide to Understanding Assessment Error and Warning Logs</b>	System Administrators	Provides guidance in understanding and correcting errors and warnings associated with assessment lookups that may result from extracting assessment data using eScholar-supplied assessment extraction plans. This document is intended to be used by self-hosted clients using eScholar-supplied assessment extraction plans.
<b>Guide to Importing Data Using Excel</b>	Extract Writers	Describes how to import data into an MS Excel file to easily manipulate the data while preserving the data integrity.
<b>Validation Settings Worksheet</b>	System Administrators	Provides a mechanism to record the desired validation setting (ACCEPT, WARN, WARNNULLOK, REJECT, REJECTNULLOK) for each field which may be assessed in the CDW. This master worksheet can then be used to guide making the appropriate updates either in the command files or within eDM.
<b>Access Database Template Tool Guide</b>	Extract Writers, Data Analysts	Describes the eScholar Access DB Template Tool and how this tool can be used in conjunction with the eScholar data templates.
<b>eDM User's Guide</b>	eDM Users	Provides application-related information about the eDM System, including details about application screens, various fields and keywords, and buttons used throughout eDM.
<b>eDM Administrator's</b>	System	Presents information designed specifically for Administrators of

Title of Document	Audience	Description of Contents
<b>Guide</b>	Administrators	eDM. This manual is similar to the User Guide mentioned above; however, additional administrative information is included for eDM.
<b>eDM Installation Guide</b>	System Administrators	Provides the guidelines for installing and configuring the eDM component of the eScholar CDW.
<b>eDM New Features Guide</b>	System Administrators	A list of the significant new features in the current version of the eDM.
<b>eDM Console User Guide</b>	System Administrators	Contains the details about application screens, various fields and keywords, and buttons used throughout the eDM Admin Console and will discuss usage.
<b>eDM Console Installation Guide</b>	System Administrators	Contains the details about application screens, various fields and keywords, and buttons used throughout the eDM Admin Console and will discuss usage.

### *eScholar CDW History of Enhancements and Product Roadmap*

eScholar has a long history of annual upgrades. eScholar has expanded and enhanced the eScholar CDW over 14 releases since 1997. In the last two releases, the eScholar CDW has been enhanced in support of customer requirements in the following areas:

- Enhanced Transportation Domain
- Teacher/Leader Effectiveness
- Staff Evaluations
- More robust individual Teacher-Student-Class linkage including ability to track staff responsibility weight per class and individual staff-student dosage
- Tracking the many relationships among assessments, academic standards, and courses
- More granular tracking of programs and services at the student level
- Streamlined system configuration workflows
- Enhancements to metadata-driven interface functionality
- More granular control for configuration of email notifications

In the upcoming release of the eScholar CDW, scheduled for release in early July 2013, eScholar will provide enhancements for:

- Expanded support for Academic Standards
- Enhanced Data Quality capabilities including conditional validations and complex business rules including validation against prior year data.

Below please find Figure 2 which highlights our prior year enhancements and product roadmap.

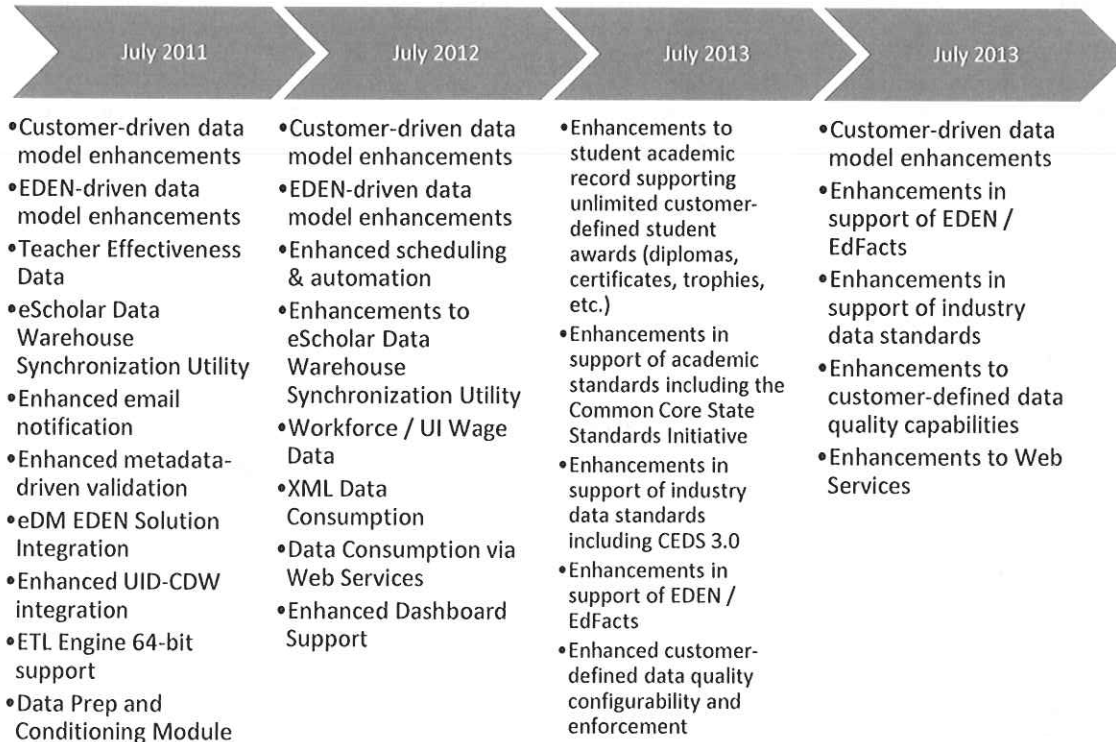


Figure 2 eScholar CDW Prior Years Enhancements & Roadmap (Proprietary & Confidential)

## WVDE's Considerations:

1. Provide a data entry platform online and mobile ready

We presume the "data entry" platform to be akin to a data loading or data collection module. The Generally, data to be warehoused are initially captured in SIS's, Assessment, Human Resources. Special Education and other systems and then electronically loaded into the data warehouse. eScholar solution provides a self-service, secure, browser-based interface to facilitate the loading of data. The range of data volume handled can include a few records from a spreadsheet or millions of records representing

all the answers for all the students that took the state assessment and these can come from either centralized or distributed sources or combinations of both.

The eScholar solution also provides scheduled data loading via automation. Once files are detected the transformation and loading of the data is automatically initiated. . This capability should be particularly valuable to WVDOE in automating the flow of data from your centralized SIS and other central systems.

eDM, our browser-based application for data loading can be accessed via any browser-enabled device, including mobile devices. Browser-enabled devices, including desktop PCs, laptops, and mobile devices, may run web browsers such as Safari or Chrome or Firefox or Internet Explorer.

Accessing eDM via tablet would be preferable to a smartphone due to limitations in screen size.

If by “data entry platform” you mean something different, we would welcome the opportunity to discuss this further.

## 2. Support, pull, and transform data from/across multiple sources to be presented in a unified interface

eScholar and our customers and partners have integrated billions of records of data from thousands of data sources that include essentially all Student Information Systems, Special Education systems, transportation systems, staff payroll systems, Human Resource systems, Teacher Certification Systems, Food Services systems, Finance systems, data marts, assessment management systems and much more. These data have resided in everything from mainframes to spreadsheets.

The key to our flexibility is our focus on data standards and the broad support the industry has shown for the eScholar Data Integration Templates™. These open specifications compliant with established standards like CEDS, are supported on an ongoing basis as a part of our eight statewide deployments.

## 3. Have a platform that can integrate existing and new tools (e.g., attendance, grades, messaging, user-level customized reports, assessment results, etc.).

The eScholar CDW is proven to be expandable and modifiable to incorporate new or additional data sources. eScholar has expanded and enhanced the eScholar CDW over 14 releases since 1997. In the last two releases, the eScholar CDW has been enhanced in support of customer requirements in the following areas:

- Enhanced Transportation Domain
- Teacher/Leader Effectiveness
- Staff Evaluations
- More robust individual Teacher-Student-Class linkage including ability to track staff responsibility weight per class and individual staff-student dosage
- Tracking the many relationships among assessments, academic standards, and courses
- More granular tracking of programs and services at the student level

- Streamlined system configuration workflows
- Enhancements to metadata-driven interface functionality
- More granular control for configuration of email notifications

Additionally, eScholar can provide a guidance document to add custom extensions, if necessary.

In the upcoming release of the eScholar CDW, scheduled for release in early July 2013, eScholar will provide enhancements for:

Expanded support for Academic Standards

Enhanced Data Quality capabilities including conditional validations and complex business rules including validation against prior year data.

#### 4. Can integrate with existing single-sign-on structures

The eScholar CDW can be integrated with existing single-sign-on structures. In addition, should an end user not have a single-sign-on structure, eScholar offers its own (local) user authentication capability. With the Integrated method, eScholar is compatible with industry standard single sign-on solutions such as portals, web services, and custom tools. With the local method, authentication is self-contained within the application.

#### 5. Have interfaces/dashboards that are intuitive, well designed, easy to use across multiple role-based access levels

##### Data Submission Interface

The eScholar CDW incorporates Scholar Data Manager (eDM), an intuitive browser-based data management tool to seamlessly manage submission of data by both state and LEA personnel in a centralized or decentralized environment. The interface allows Data Administrators to configure the system – data collection periods, data sets to be collected, data quality checks, user access, roles, and permissions, event-triggered email notification, automation, and more. eDM currently manages the receipt and loading of data from hundreds of LEAs or schools, or from state facilities, and presents load statistics and user-friendly data quality and data error reports to appropriate parties.

##### Data Reporting/Analysis/Dashboard

eScholar offers numerous dashboards including its own, eScholar myTrack as well as others from third party providers such as those used by Texas for the studentGPS Dashboards. eScholar has also developed custom dashboards including ones for College & Career Readiness Key Performance Indicators.

6. Allow for customized reports that provide instructional recommendations (e.g., strategies, tools, resources, or supports) based on data-driven and standards-based results.

The eScholar Complete data warehouse is the foundation for a wide variety of reporting and analytical solutions. These include solutions developed by educational agencies, 3rd party vendors and eScholar. This is made possible by the decades of work eScholar has done on data standards, as well as the standardization of skills being taught through initiatives such as the Common Core.

7. Have the capability of creating student profiles that provide information about students' full educational careers

The eScholar solution provides integrated longitudinal data can produce student profiles encompassing a student's full educational careers. There are no limits (either architecturally or by license) on the scope of K-12 (or postsecondary) detail or data that can be stored and analyzed. The eScholar CDW solution is scalable and will provide the necessary room to grow and accept data from many sources in order to continually improve student success. And the eScholar CDW is designed to capture data at the lowest level of detail including item level analysis of assessments, where that data is available, course level attendance, where that data is available, all in an effort to provide the most comprehensive student profile possible.

Additionally eScholar offers eScholar myTrack, the first commercially available data driven application for students, parents, teachers, and guidance counselors focused on setting and measuring individual student goals. More information on eScholar myTrack can be found in the Attachments Section.

8. Can be seamlessly integrated with existing data sets/systems

The eScholar focus on data standards and the Data Integration Templates™ provide the format for source system owners to interface with the eScholar CDW and integrate the data from their source systems into the eScholar CDW. The eScholar Data Integration Templates™ are CEDS compliant and broadly supported by educational software providers, including virtually all Student Information Systems/Student Management Systems. In addition, eScholar also works with state education agencies (SEAs) and assessment vendors to directly support extracts from their native file formats. eScholar has proven this capability in all eight of its state level implementations of the eScholar CDW.

The eScholar CDW provides comprehensive automation including the ability for a scheduled task to deliver content to an automation directory. The eScholar Data Manager will poll the directory periodically and automatically process the data in the automation directory.

eScholar provides the ability to set up a data submission/data collection calendar where WVDE could specify what data it wishes to collect and on what schedule. Furthermore, WVDE can set up rules for

the data including valid values and data ranges. eScholar also offers the capability to configure conditional validations and validations against prior year data. These capabilities are designed to provide the cleanest, most accurate data possible to support everything from interventions in the classroom to statutory data reporting.

In addition to file based data submissions, eScholar is working with our customers, and established Data Standards Organization like CEDS, as well as the evolving data standards from the Michael and Susan Dell Foundation (MSDF) and inBloom to support standards based XML messaging for the collection and integration of data.

#### 9. Provide custom and on-the-fly reporting capabilities and analytics

The eScholar Solution is compatible with any ODBC-compliant Reporting, Analysis or OLAP Tools. eScholar customers use a wide variety of tools for on-the-fly reporting and analytics including SPSS, SAS, Business Objects, Microsoft SQL Server SSRS and SSAS, Oracle's OBIEE, IBM Cognos, Tableau, Microstrategies, JasperSoft, Pentaho and many others. Some of these tools may offer more robust capabilities than others. We would be happy to discuss with you the pros and cons of various tools that are used in our State and District data warehouse implementations.

#### 10. Comply with industry standards for data exchange

eScholar is deeply involved in all of the various data exchange initiatives. We are driving the initial implementation of studentGPS through our work in Texas and the first implementation of InBloom in New York. In addition, we have played leading roles in the several SIF implementations in SC, KS and IA and are a key player in PESC. Related to this, we are working with our SEA customers on data exchange for both of the Common Core Assessments.

We are sure WVDOE is aware there are a number of data exchange "standards" initiatives in this industry. eScholar, by the nature of what we do and our extensive footprint is deeply involved and supportive of them all. Our ability to support all of these is based on our focus on standardizing data elements per CEDS and then supporting various XML, Web Service, JSON and other methods for moving and integrating data.

#### 11. Support standard structured query language (SQL)

The eScholar solution is entirely driven by a relational database and supports standard structured query language and the myriad of tools that take advantage of this standard to present and manipulate data.



## 12. Provide adequate data privacy and security

The eScholar solution has been implemented in compliance with FERPA by eight state education agencies. The eScholar solution provides multiple user roles for the browser based data collection application in order to manage access to the application. Below is a listing of the user roles and a brief description of each role.

- District User -A District User is typically used in State level implementations where distributed districts or agencies upload data templates to a central data warehouse.
- Multi-District Users - A Multi-District User is a District-level user with access to multiple districts.
- Superintendent User - A Superintendent User is typically the person with the authority to approve the data in order to receive state funding.
- State User - The State User role is intended for State Level Administrators.
- Super User - The Super User is reserved for the administrator level within an agency. Users of this category have access to all the functions within eScholar Data Manager.

## 13. Are supported with training and end-user support

### **Professional Development and eScholarU**

eScholar Customer Education helps you build a culture of data quality through an integrated, customized learning plan. eScholar Customer Education helps you build capacity across your agency -- from IT to Educators and Administrators to Support Staff. We recognize that a successful longitudinal data system is a systemic effort. We tailor your learning plan around the goals of your agency to ensure that all professional development activities are role-based, targeted, and valuable learning engagements.

eScholar Customer Education Believes in Achieving Success Through Learning.

eScholar Customer Education leverages a seasoned team of data, education, and P-20 experts to develop and deliver the highest quality curriculum. We support customers in all stages of the data warehouse implementation. During the initial launch, we collaborate with Project Sponsors to create the buy-in and support necessary to roll out the installation. Moving forward, eScholar Customer Education provides additional professional development tools including:

- “next steps” learning opportunities
- the latest in education and data research

- certificate tracks
- sustained support for all tiers of the agency

eScholar Customer Education has the facility to deploy educational experiences through a range of channels; all geared towards creating a comprehensive solution that meets the requirements of your budget and your resources. Examples of our offerings include:

#### *eScholar U™*

eScholar U, our on-line learning portal, meets the needs of anytime-anywhere professional development. eScholar Customer Education will create a customized, branded campus for your agency, loaded with engaging and meaningful web-based training. We use our expertise to make this platform the hub of your professional development initiative, building the best applications and designs to adeptly deliver the content. eScholar U offers trainees individualized learning experiences and collaborative tools while administrators benefit from the ability to monitor usage and progress through the real-time reporting dashboard. eScholar U furthermore manages communications through email integration, broadcast messaging, message forums and event-triggered notifications. Assessment and survey tools gauge the success of the knowledge transfer and the efficacy of the learning process.

#### *Traditional, On-site Professional Development*

eScholar Customer Education will immerse your staff in intensive, participatory workshops at your site or at our training facility. We understand the power of a face-to-face learning experience.

#### *Targeted Virtual Training*

eScholar Customer Education delivers professional development and coaching through an interactive virtual classroom. Participants benefit from engaging in real-time dialogue and collaborative applications through a cost-effective means of delivery.

#### *Job-embedded Coaching and Support*

eScholar Customer Education provides just-in-time learning for stakeholders in the field. We send our experts to your site to follow up initial professional development and ensure there is successful application of the target skills.

14. Align and report on all content including integrated third party content as a cross-sectional analysis of daily instruction and student performance by standard

The eScholar Complete Data Warehouse supports the integration and alignment of content through our

ability to support Common Core and state specific skill definitions. This capability allows data about content usage as well as the results students achieve subsequently to be analyzed comprehensively. We are happy to discuss the many ways this is being done across our customers.

15. Have the ability to support batch and event-based data integrations

Yes, the eScholar solution supports both batch or event based data integration.

16. Integrate existing Early Warning System or provide a student-focused early warning system and corresponding reporting

eScholar integrates with existing Early Warning Systems. eScholar provides one of its own as well.

We have learned a number of important things in our years providing the data foundation for early warning systems and are happy to share those below.

a. Early Warning Systems can predict both negative and positive outcomes. We have found that it is important to focus equally on predicting positive outcomes such as potential for success in Honors courses as well as negative outcomes such as dropouts and failures. In both cases, resources can be leveraged to improve student success. The term “Early Alert System” has been used by some of our customers to describe systems that address both the positive and the negative outcomes.

b. The factors that can be used to predict outcomes vary widely. It is important for a system to allow the addition of new identification techniques over time. We find that the state-of-the-art in early alerts continues to improve and these improvements need to be made available to all users and the logic behind them must be completely transparent to educators in order for the system to be easy to use and administer. In addition to the logic of the identification technique, it is also important that there be a qualitative scale of measure. The historical percentage of false positives and false negatives is valuable (even these measures can be controversial if the impact of resulting interventions is not taken into account).

c. Early Warning Systems that systematically track the interventions and the outcomes achieved produce significantly greater overall results than systems that only identify the potential problems. Without systems that cover the entire cycle, teachers find it difficult to provide the level of follow-up necessary to achieve better than predicted outcomes.

d. Early Warning Systems that provide end-to-end monitoring back to teachers can achieve significant improvement in student outcomes even without additional teacher accountability. This seems to indicate that many teachers have both the desire and the ability to help individual students succeed better and will do so if they have better supporting technologies.

Timeframes required for implementation of Early Warning systems varies widely. The technical implementation of solutions can often be done quickly, but the development of the knowledge and experience to put such systems to work often takes a tremendous effort. We have also found that many educational institutions do not have the attention span to focus on such an effort for more than a year or so.

As a result, we believe the timeframes must be condensed by packaging as much of the solution and training as possible into a solution that can be deployed and used quickly by a teacher that has no time for “new work”.

In addition, the information that drives an early warning system must have the highest level of credibility and the greatest timeliness. If the data that drives the early warning system is not the same as the data that drives accountability, the credibility of the system will be very low and regardless of the accuracy of predictions, it will not be used. Educators first look to see that the data they are looking at is “official” then look at what those data are telling them.

Many types of outcomes can be predicted and the models that predict outcomes can be continuously improved based on feedback. For an early warning system to have long term success, it must have the ability to improve. This means that the system and the implementation process must include measures of predictive success as well as a rigorous measurement of the impact of interventions designed to produce more positive results than would have occurred without them. Such systems can be put in place, but must be done thoughtfully from the very beginning.

eScholar has worked with customers to develop a wide variety of early warning reports that have been used successfully to help students achieve the best possible outcomes. These reports range from simple indicators such as assessment results to analysis of changes in performance over time and even more sophisticated analysis of multiple variables over time. The relevance (or lack of relevance) of any of these techniques can only be determined by understanding the specific issues WVDOE is looking to address, the data available and the capabilities of the educators involved. Based on eScholar’s experience in this area, we would be glad to discuss this further.

There are three key factors in the timeline of implementing an early warning system, 1) putting in place the necessary data to make the system operational, 2) developing the initial system and 3) actuating the professional development necessary for educators to confidently use it. These facts point to the key competitive advantages of eScholar for such an initiative. Today, our systems manage much of the data necessary to support such a system and the data collection capabilities are in place to expand these data significantly.

With eScholar myTrack, eScholar provides pre-built capabilities that can quickly get the state started with a system that will scale and can evolve as the project progresses.

In addition, eScholar has packaged our experience into professional development and implementation

capabilities that can support a powerful early warning system across the state.

17. Provide lesson planning capabilities for teachers that could include third-party content

As mentioned above, eScholar is deeply involved in working supporting content integration, including lesson plans. One of the keys to this ability is our ability to integrate assessment items as well as course and lesson information at a detailed skill level. This content can include internal as well as open and closed source 3<sup>rd</sup> party content.

18. Allow for system components to be tagged with flags/identifiers that are state-defined (e.g. Common Core State Standards, WV State Standards, etc.)

Both courses and assessment components (at various levels, down to an individual test question) may be associated with one or more academic standards items, including those within the Common Core State Standards and other state or local standards. Furthermore, the solution provides the capability for customers to define and “tag” data at various levels of granularity such as at the state, district, school, or student levels.

## Representative Time-Line for Product Implementation

eScholar has found great success in leveraging and fine tuning the work of eight successful statewide longitudinal data warehouse projects with the eScholar’s commercial-off-the-shelf (COTS) solution, the eScholar CDW. By leveraging the cumulative experience of implementations across our customer base to mitigate implementation risk and enable rapid time to value using our comprehensive data model, packaged ETL, and proven browser-based interfaces.

The key to our successful solutions in numerous state and district projects is that our staff focuses on helping each customer meet their unique needs within the structure of a proven approach. Included below is a sample high level eScholar Project Plan which details the implementation process for a comprehensive eScholar solution.

Task Name	M1	M2	M3	M4	M5	M6	M7	M8	M9
<b>Project Initiation</b>									
<b>Project Planning</b>									
Project resource planning	○								
Project communication planning	○								
Project risk Planning	○								
Document project scope	○	○							
Define project schedule		○							
<b>Requirements Gathering</b>									
Identify reporting requirements		○							
Identify Phase I data domains		○							
Define technical requirements			○						
Acquire system hardware			○						
Determine data cleansing strategy			○						
Develop requirements document			○						
<b>Design</b>									
Create data dictionary			○						
Design data extracts				○					
Design reports				○					
Develop design document				○					
<b>Develop</b>									
Develop extracts				○	○				
Develop reports					○	○			
System test							○		
<b>User Acceptance and Training</b>									
<b>Production Implementation</b>									
<b>Phase I close down</b>									

Figure 3 Representative Timeline

## Representative Staffing For Typical Implementation

Provides guidelines for the type of roles and skills a State Education Agency (SEA) should have in place for a successful Longitudinal Data System (LDS) implementation. The recommendations below stem from eScholar’s sixteen years of experience working with SEAs, Local Education Agencies (LEAs), and Higher Education Agencies to implement Longitudinal Data Systems. While we feel eScholar’s products can help SEAs accomplish their LDS goals, we recognize that technology is only part of the equation. Additionally, an LDS implementation is not a one-off project, but is an ongoing endeavor complete with requirements that may change on relatively short notice. Experience has shown that having the right project skills and staff in place – from IT staff to the Project Sponsor – is a major factor in project success and system longevity.

Below is an outline of the types of roles and skills that characterize successful LDS implementations. While it is not necessary to have each role assigned to a specific individual, having each present somewhere on your project team will increase the odds of project success.

Additionally, we provide a sample staffing plan as well as a roles and responsibilities matrix to help you envision when to engage the resources necessary to implement a LDS using products such as the eScholar CDW.

## *Project Sponsor*

**Responsibilities:** The Project Sponsor is accountable for the project's overall success. This person articulates the project's goals and objectives and builds support for the project at the State Education agency (SEA) and other agencies, as appropriate. The Project Sponsor has the authority to make decisions critical to the project's success. This person garners the resources necessary to make the project successful and breaks down barriers that others cannot address.

**Required skill set:**

- Ability to assess whether the project is on track based on information provided by the Project Manager
- Capability to ensure the project team has clearly communicated project goals to all stakeholders
- Can determine when the sponsor needs to intervene to keep the project on track
- Possesses the authority and ability to empower the Project Manager to make as many decisions as possible

## *Project Manager*

**Responsibilities:** The Project Manager (PM) serves as the main interface with project stakeholders. Project stakeholders include the project team, outside vendors, integrators, and suppliers, but also the user community and anyone at the SEA that the P-20 LDS project will affect. The stakeholder group also includes anyone inside or outside the SEA who perceives that the P-20 LDS project will affect them even though the project may not affect their day-to-day activities. The person in this role sets and communicates expectations to project stakeholders. He or she serves as the facilitator among stakeholders and project team members.

The PM owns and manages the project work plan. The PM tracks progress against the project plan, manages project budget, and oversees project status meetings. The individual in this role determines schedule dependencies and risks, and reviews any dependencies and risks identified by other project participants and stakeholders.

The PM informs Project Sponsor of project status; key dependencies and risks; and risk management and mitigation plan. He or she requests Project Sponsor intervention as required.

**Required skill set:**

- Excellent project management skills
- Superior communication skills
- Experience deploying enterprise wide systems

### ***LDS Knowledge Manager/Business Analyst***

**Responsibilities:** The person in this role works closely with the PM and serves as an interface between the user community and the team that manages the systems. This individual is responsible for articulating what the system can do (i.e., what data is included for what period of time and what information the system can be relied on to provide) to the user community. You should note that there are different skills and knowledge required for P-12 & Postsecondary. This fact may mean that there may be multiple people involved in this area.

The Knowledge Manager sets the expectations of the user community. At the same time, this person communicates the user community's wishes to the project and system management teams. This individual is the user community's main interface with the PM and will articulate and prioritize requested enhancements to existing functionality in addition to new feature requests. The project team considers the knowledge manager to be the P-20 LDS Subject Matter Expert.

**Required skill set:**

- Strong communication skills
- Thorough knowledge of the capabilities of the system in addition the SEA's policies and goals for a P-20 LDS
- Ability to manage the expectations of the user community and, at the same time, communicate the user community's wishes to the team that manages the system
- Willingness and ability to be an advocate for the user community

### ***Source System Subject Matter Expert***

**Responsibilities:** Based on the requirements of the project, its goals, and objectives, this person works closely with the Knowledge Manager/Business Analyst to determine what data sources are the best ones to populate the P-20 LDS. The Source System Subject Matter Expert (SME) is responsible for either providing the detailed mapping or reviewing the detailed mapping developed by the Knowledge Manager/Business Analyst. This individual has periodic involvement as the P-20 LDS expands and evolves. Again, you should note that there are different skills and knowledge required for P-12 & Postsecondary. This fact may mean that there may be multiple people involved in this area.



**Required skill set:**

- Ability to determine the best source of data to populate the P-20 LDS
- Thorough knowledge of the source data
- Thorough understanding of the goals of the project

## *Data Extract Developer*

**Responsibilities:** This role is responsible for the design and programming of data extract routines to extract data from source systems (e.g., Student Information Systems and data systems at postsecondary locations) based on specifications provided by Knowledge Manager and/or Source System SMEs. The Data Extract Developer automates and schedules data extraction. This person also updates extraction routines as necessary to support the project.

**Required skill set:**

- Knowledge of:
  - Source system data structure
  - Data extraction capabilities built into source systems
  - Alternative technologies available to develop extraction routines
- Ability to develop and maintain extraction routines based on written specifications
- Understanding of messaging technologies such as Enterprise Service Bus would be beneficial

## *Report Developer*

**Responsibilities:** The Report Developer designs and programs reports based on specifications provided by the System Super User, Knowledge Manager, and/or Source System SMEs. This individual works with stakeholders to determine reporting needs of groups throughout the SEA. The Report Developer also updates reports as necessary to support the project

**Required skill set:**

- Knowledge of LDS data model and reporting capabilities
- Expert knowledge of the BI solution employed by the SEA (e.g., Cognos, Microsoft BI, or Oracle BI)
- Ability to develop and maintain reports based on written specifications
- Understanding of SEA business rules
- Familiarity with data access regulations such as FERPA
- Excellent ability to communicate with stakeholders at all technical levels

## *Database Administrator*

**Responsibilities:** The Database Administrator (DBA) administers the relational data base management system (RDBMS). The DBA installs and implements enhancements and bug fixes provided by the P-20 LDS developer/vendor. The DBA is responsible for monitoring RDBMS performance and working with the P-20 LDS developer/vendor to plan and execute indexing strategies. Additionally the DBA manages RDBMS backup and restore processes.

**Required skill set:**

- Thorough knowledge of SEA processes and procedures for database administration including:
  - Monitoring and tuning
  - RDBMS security
  - High availability
- Understanding of best practices in database administration
- Proven skills in administration of the RDBMS that will be used

## *Data Administrator/Application Administrator*

**Responsibilities:** The Data Administrator interfaces with providers of source data. This person maintains data loading and data refresh calendars and monitors any automated data refresh processes. In addition, the Data Administrator manages valid values on data elements (e.g., code sets) and creates/maintains source data error correction processes. The person in this role monitors and reports on data submission and data quality. The Data Administrator analyzes data delete requests. In short, the Data Administrator oversees the data integrity of the P-20 LDS.

**Required skill set:**

- Expert knowledge of the P-20 LDS
- Knowledge of required data elements and their associated business rules
- General knowledge of source systems
- Thorough knowledge of data/file format(s) required by P-20 LDS
- Ability to communicate to system stakeholders the processes and procedures required to maintain data integrity

## *System Administrator*

**Responsibilities:** The System Administrator is accountable for overall system management and troubleshooting. This individual is responsible for the planning and management of the implementation of changes -- including business rule implementation and configuration, software, hardware, facilities and network, and determining and communicating the impact and mitigation strategy. The system administrator installs, configures, and maintains servers. This individual administers servers, including

operating system monitoring and maintenance, hardware and operating system error resolution, and other system tasks.

**Required skill set:**

- Expert knowledge of the P-20 LDS
- Thorough knowledge of SEA's policies for system maintenance
- Ability to test, troubleshoot, monitor, and administer server hardware, operating systems, and network
- Familiarity with LAN and WAN networks in order to analyze and troubleshoot issues
- Ability to monitor and measure the impact of changes in facility environment, security, network, hardware, SAN, NAS and software stack throughout system

## ***Security Administrator***

**Responsibilities:** The Security Administrator administers SEA business rules for access to data. This individual installs, configures, and administers the security management system. The Security Administrator monitors the security management system's performance. He or she monitors and reports on user administration including password administration and associated compliance with business rules. The Security Administrator oversees security rules and their implementation compliance with FERPA regulations. The Security Administrator participates in change management and articulates the potential impact on security of any proposed changes throughout the system architecture.

**Required skill set:**

- Expert knowledge of the P-20 LDS
- Thorough knowledge of SEA and FERPA policies for data access
- Ability to test and monitor security procedures of SEA policies for system maintenance
- Ability to articulate the potential impact on security of proposed changes throughout the system architecture including:
  - internet connectivity
  - security
  - LAN/WAN
  - operating system
  - hardware
  - FTP
  - Reporting and analysis tools
  - Firewalls
  - Web tier, application tier, database tier on an web enabled, high availability enterprise data warehouse

## *System Super User*

**Responsibilities:** The Super User is a member of the SEA personnel who has in-depth understanding of the system and the business rules of the various data areas. This individual also serves as the source of reporting requirements. The Super User is the main point of contact between project team (i.e., Business Analyst and Report Developers) and the report end-user community. He or she provides feedback to the project team about experiences using the solution. The Super User serves as a point-of-contact for other system users for questions, etc.

**Required skill set:**

- Expert knowledge of the P-20 LDS
- Superior technical skills
- Ability to communicate technical information to non-technical staff
- Thorough knowledge of SEA policies for data access and business rules of data areas captured in the LDS.

## *Quality Assurance (QA) Lead*

**Responsibilities:** The QA Lead authors test scripts created in collaboration with system developers, business owners, end users and other appropriate stakeholders. The QA lead designs the test scripts so that they test system functionality and performance.

**Required skill set:**

- Ability to communicate effectively with project stakeholders
- Working knowledge of SEA policies, expected system functionality, and end-user needs
- Understanding of how to write and execute test scripts and document results

## *QA Analyst*

**Responsibilities:** The QA Analyst uses test scripts provided by the QA Lead to test system functionality and performance.

**Required skill set:**

- Understanding of how to execute test scripts and document results

## *Training Specialist*

**Responsibilities:** The Training Specialist designs the training approach (e.g., instructor-led classroom training, train-the-trainer, on-line training). This person is accountable for creating training materials. The Training Specialist determines training logistics and manages the training calendar.

**Required skill set:**

- Ability to communicate effectively with all project stakeholders
- Capacity to tailor training delivery to a specific audience
- Thorough knowledge of system functionality and end-user experience
- Understanding of system documentation

## *Level 1 Help Desk/ Help Desk Team Leader*

**Responsibilities:** This resource responds to and resolves user questions and issues. The Help Desk coordinates and notifies users of system downtime and maintenance. The Help Desk coordinates application issue resolution with System Administrators and Database Administrators and escalates issues to a Level 2 Help Desk as needed.

**Required skill set:**

- Thorough knowledge of how the system functions
- Understanding of system documentation

Below is a sample staffing plan for a P-20 LDS Implementation. The plan provides an idea of what types of resources would be necessary for a successful implementation. It also provides some insight into when you may want to deploy these resources during the project life cycle. The nature of your actual project (e.g., SEA staff members dedicated to project, type of solution, etc.) may affect the actual Full Time Equivalent (FTE) levels required for your project. Please note that you may fill multiple project roles with a single resource. For example, the Data Administrator could also serve as a QA Analyst. Conversely, the scope of your project may require you to assign multiple resources to one or more of the roles listed below. Additionally, eScholar recommends that cross-training take place so at least two people are aware of and can perform the tasks for each role in case of staff turnover or resource issues.

Role or Skill	Project Phase				
	Require-ments Gathering	System Design/De-velop	Testing	Implemen-tation	Post Implemen-tation Operations
Project Sponsor	0.2 FTE	0.1 FTE	0.1 FTE	0.2 FTE	0.1 FTE
Project Manager	1.0 FTE	1 .0 FTE	0.5 FTE	1.0 FTE	0.5 FTE

P-20 LDS Knowledge Mgr / Business Analyst / Help Desk Team Leader	1.0 FTE			1.0 FTE	1.0 FTE
Source System Subject Matter Experts	1.0 FTE		0.5 FTE	0.5 FTE	0.5 FTE
Data Extract Developer		1.0 FTE		0.5 FTE	0.25 FTE
Report Developer	1.0 FTE	1.0 FTE	0.5 FTE	1.0 FTE	0.25 FTE
Database Administrator		0.5 FTE		0.5 FTE	0.5 FTE
Data Administrator/ Application Administrator		0.1 FTE	0.5 FTE	0.75 FTE	0.75 FTE
System Administrator		0.1 FTE	0.1 FTE	0.25 FTE	0.25 FTE
System Super User	1.0 FTE		0.5 FTE	0.5 FTE	0.5 FTE
Security Administrator		0.1 FTE	0.5 FTE	0.5 FTE	0.25 FTE
QA Lead		0.1 FTE	1.0 FTE		
QA Analyst			1.0 FTE		0.1 FTE
Training Specialist		0.1 FTE	0.1 FTE	2.0 FTE	0.5 FTE
Level 1 Help Desk/Help Desk Lead				0.1 FTE	0.25 FTE

Figure 4 Sample Staffing Plan

## Representative Project Plans

Below is representative project plan. Project Plans can and will vary greatly based on the scope of work and time to implement. eScholar has experience dealing with a host of variable and has Professional Services staff and Project Managers that will keep the project moving and on track to success.

### Sample Project Plan #1

WBS	Task	Start	Finish
1	<b>Project Initiation</b>	6/1/2013	2/8/2014
1.1	<b>Project Planning</b>	6/1/2013	7/31/2013
1.1.1	Project resource planning		
1.1.2	Project communication planning		
1.1.3	Project risk Planning		
1.1.4	Document project scope		
1.1.5	Define project schedule		
1.2	<b>Requirements Gathering</b>	7/1/2013	8/30/2013
1.2.1	Identify reporting requirements		
1.2.2	Identify Phase I data domains		
1.2.3	Define technical requirements		
1.2.4	Acquire system hardware		
1.2.5	Determine data cleansing strategy		
1.2.6	Develop requirements document		
1.3	<b>Design</b>	8/1/2013	9/30/2013
1.3.1	Create data dictionary		
1.3.2	Design data extracts		
1.3.3	Design reports		
1.3.4	Develop design document		
1.4.	<b>Develop</b>	9/01/2013	01/31/2014

WBS	Task	Start	Finish
1.4.1	Develop extracts		
1.4.2	Develop reports		
1.4.3	System test		
1.5	<b>User Acceptance and Training</b>	1/15/2015	1/31/2014
1.6	<b>Production Implementation</b>	2/01/2014	2/28/2014
1.7	<b>Phase I close down</b>	2/28/2014	2/28/2014

## *Sample Project Plan #2*

WBS	Task	Start	Finish
1	eScholar Complete Data Warehouse® State Implementation	6/1/2013	5/8/2014
1.1.1	Identify State project manager	6/3/2013	6/3/2013
1.1.2	Identify eScholar project manager	6/3/2013	6/3/2013
1.1.3	Identify project participants	6/3/2013	6/3/2013
1.1.3.1	SME in each domain area	6/3/2013	6/3/2013
1.1.3.2	Reporting / analytics SME	6/3/2013	6/3/2013
1.1.3.3	Technical expertise	6/3/2013	6/3/2013
1.1.3.4	Security team member	6/3/2013	6/3/2013
1.1.4	Assign and communicate roles	6/3/2013	6/3/2013
1.1.5	Develop and distribute contact information	6/3/2013	6/3/2013
1.1.6	Determine frequency and logistics for status meetings / reporting	6/3/2013	6/3/2013
1.2	Task 1 - Requirements	6/3/2013	9/4/2013
1.2.1	Develop Project Plan	6/3/2013	8/12/2013
1.2.1.1	Agree to key milestones	6/3/2013	6/3/2013
1.2.1.2	Agree on deliverables / acceptance criteria	6/3/2013	6/5/2013
1.2.1.3	State review work plan and provide feedback	6/24/2013	7/14/2013
1.2.1.4	Update plan based on feedback	7/15/2013	7/19/2013
1.2.1.5	Milestone - Deliverable 1.1 Project Plan and schedule	6/3/2013	8/12/2013
1.2.1.5.1	Distribute updated plan	7/22/2013	7/22/2013
1.2.1.5.2	Notify State of looking for acceptance	7/22/2013	7/22/2013
1.2.1.5.3	State notify eScholar of acceptance	7/22/2013	8/12/2013
1.2.1.5.4	Define functional requirements	6/3/2013	6/28/2013
1.2.1.5.5	Identify eScholar data domains	7/1/2013	7/1/2013
1.2.2	Identify any report requirements	7/15/2013	7/30/2013
1.2.2.1	Data validation reports	7/15/2013	7/30/2013
1.2.2.2	State level reporting	7/15/2013	7/30/2013
1.2.3	Determine initial data starting point, i.e.. 2006 school year	6/3/2013	8/30/2013
1.2.4	Determine historical and future data requirements	6/3/2013	7/31/2013
1.2.5	Define technical requirements	6/3/2013	8/13/2013
1.2.5.1	Determine number of environments	8/13/2013	8/13/2013
1.2.5.2	Determine operating system / database platform	8/13/2013	8/13/2013
1.2.5.3	Identify backup solution / strategy	8/13/2013	8/13/2013
1.2.5.4	Identify systems integration, i.e. portal	6/3/2013	6/3/2013
1.2.6	Identify any risks, i.e. source systems being changed	7/29/2013	7/29/2013
1.2.7	Develop requirements document	7/31/2013	9/4/2013
1.2.7.1	Develop requirements document draft	7/31/2013	8/13/2013
1.2.7.2	State review first draft	8/14/2013	8/20/2013
1.2.7.3	Update requirements document based on feedback	8/21/2013	8/27/2013
1.2.7.4	Milestone - Deliverable 1.2 Functional and Technical Requirements	8/27/2013	9/4/2013

WBS	Task	Start	Finish
	Document		
1.2.7.4.1	Release final version of requirements document	8/27/2013	8/27/2013
1.2.7.4.2	Notify State of looking for acceptance	8/28/2013	8/28/2013
1.2.7.4.3	State notify eScholar of acceptance	8/28/2013	9/4/2013
1.3	Task 2 - Design	6/3/2013	11/6/2013
1.3.1	Define technical design and create document	6/3/2013	11/6/2013
1.3.1.1	Conduct training on template structure / extraction - onsite	8/16/2013	8/16/2013
1.3.1.2	Create data dictionary	6/3/2013	9/25/2013
1.3.1.2.1	Identify eScholar data domains	6/3/2013	6/3/2013
1.3.1.2.2	Identify source systems	7/23/2013	9/23/2013
1.3.1.2.3	Identify necessary eScholar templates and fields	8/26/2013	9/25/2013
1.3.1.2.4	Identify necessary eScholar lookup tables	8/26/2013	9/25/2013
1.3.1.2.5	Determine values for lookup tables and necessary dimension tables	9/10/2013	9/23/2013
1.3.1.3	Determine frequency of data refresh	7/30/2013	9/30/2013
1.3.1.4	Acquire system hardware / software	7/31/2013	8/20/2013
1.3.1.5	Data extraction	9/25/2013	10/9/2013
1.3.1.5.1	Design extraction routines for Standardized Assessments	9/25/2013	10/9/2013
1.3.1.5.2	Design extraction routines for SIS and other primary source systems	9/25/2013	10/9/2013
1.3.1.6	Setup hardware and system software for dev / test environment	8/21/2013	8/27/2013
1.3.1.7	Install Data Warehouse	6/3/2013	8/28/2013
1.3.1.7.1	Install Reporting Tool	6/3/2013	6/3/2013
1.3.1.7.2	Deliver software documentation	8/28/2013	8/28/2013
1.3.1.8	Design Reports	6/3/2013	6/7/2013
1.3.1.8.1	Data validation reports	6/3/2013	6/6/2013
1.3.1.8.2	State reports	6/3/2013	6/7/2013
1.3.1.9	Write technical design document	9/25/2013	11/6/2013
1.3.1.9.1	eScholar creates first draft	9/25/2013	10/9/2013
1.3.1.9.2	State review first draft	10/9/2013	10/16/2013
1.3.1.9.3	Update design document	10/16/2013	10/30/2013
1.3.1.9.4	Technical Design Document	10/30/2013	11/6/2013
1.3.1.9.4.1	Release final version of design document	10/30/2013	10/30/2013
1.3.1.9.4.2	Notify State of looking for acceptance	10/30/2013	10/30/2013
1.3.1.9.4.3	State notify eScholar of acceptance	10/30/2013	11/6/2013
1.4	Task 3 - Development - need to update after design is complete	11/6/2013	1/8/2014
1.4.1	Develop extracts from source systems	11/6/2013	12/4/2013
1.4.1.1	Develop Extraction routines for SIS and other primary source systems	11/6/2013	11/20/2013
1.4.1.2	Unit test and validate extracts	11/20/2013	12/4/2013
1.4.1.2.1	Dimensions	11/20/2013	11/27/2013
1.4.1.2.2	Facts	11/27/2013	12/4/2013
1.4.1.3	Include other source systems as defined in Task 2	11/6/2013	11/13/2013
1.4.1.4	Unit test and validate other extracts	11/13/2013	11/20/2013
1.4.2	Develop reports	11/6/2013	11/20/2013
1.4.3	Prepare system test	11/6/2013	11/27/2013
1.4.3.1	Develop test plan, including load order (lookups, dimensions, facts)	11/6/2013	11/13/2013
1.4.3.2	Create test data	11/13/2013	11/20/2013
1.4.3.3	Conduct system testing	11/20/2013	11/27/2013
1.4.4	Document test results	11/27/2013	1/8/2014



WBS	Task	Start	Finish
1.4.4.1	State creates first draft	11/27/2013	12/18/2013
1.4.4.2	eScholar review first draft	12/18/2013	12/25/2013
1.4.4.3	Update final version of test results document	12/25/2013	1/1/2014
1.4.4.4	Milestone - Deliverable 3.1 Test System, Prep for User Training and Acceptance Testing	1/1/2014	1/8/2014
1.4.4.4.1	Release final version of test results document	1/1/2014	1/1/2014
1.4.4.4.2	Notify State of looking for acceptance	1/1/2014	1/1/2014
1.4.4.4.3	State notify eScholar of acceptance	1/2/2014	1/8/2014
1.5	Task 4 - UAT Testing and Training	1/9/2014	2/19/2014
1.5.1	Setup hardware and software for training environment	1/9/2014	1/17/2014
1.5.2	Prepare for user training	1/9/2014	1/14/2014
1.5.2.1	Develop training materials	1/9/2014	1/14/2014
1.5.2.1.1	Data Load training (eDM)	1/9/2014	1/14/2014
1.5.2.1.2	Reporting Tool	1/9/2014	1/10/2014
1.5.2.1.3	Data Admin training	1/9/2014	1/10/2014
1.5.2.2	Identify users	1/9/2014	1/9/2014
1.5.2.3	Identify location	1/9/2014	1/9/2014
1.5.2.4	Schedule training sessions	1/10/2014	1/10/2014
1.5.3	Load data for testing, i.e. lookups	1/20/2014	1/23/2014
1.5.4	Define criteria for acceptance testing	1/9/2014	1/13/2014
1.5.5	Set up security for training	1/24/2014	1/24/2014
1.5.5.1	Data Load users (eDM)	1/24/2014	1/24/2014
1.5.5.2	Data Admin users	1/24/2014	1/24/2014
1.5.5.3	Reporting Tool users	1/24/2014	1/24/2014
1.5.6	Perform user training	1/27/2014	1/28/2014
1.5.7	Conduct user acceptance testing	1/29/2014	2/11/2014
1.5.8	Milestone - Deliverable 4.1 Training in accordance with project plan	1/28/2014	2/5/2014
1.5.8.1	Training Completed	1/28/2014	1/28/2014
1.5.8.2	Notify State of looking for acceptance	1/29/2014	1/29/2014
1.5.8.3	State notify eScholar of acceptance	1/29/2014	2/5/2014
1.5.9	Milestone - Deliverable 4.2 Data warehouse system tested and accepted by District	2/11/2014	2/19/2014
1.5.9.1	Complete user acceptance testing	2/11/2014	2/11/2014
1.5.9.2	Notify State of looking for acceptance	2/12/2014	2/12/2014
1.5.9.3	State notify eScholar of acceptance	2/12/2014	2/19/2014
1.6	Task 5 - Production Implementation	6/1/2013	5/8/2014
1.6.1	Setup hardware and software for production environment	2/19/2014	2/28/2014
1.6.2	Load lookup data, district, calendar	2/28/2014	3/4/2014
1.6.3	Develop procedures	2/28/2014	3/4/2014
1.6.3.1	Data Admin procedures	2/28/2014	3/4/2014
1.6.3.2	User Admin procedures	2/28/2014	3/4/2014
1.6.4	Provide user list for eScholar support site access	2/28/2014	2/28/2014
1.6.5	Create user ids for eScholar support site	2/28/2014	2/28/2014
1.6.6	Develop additional system documentation	6/3/2013	6/7/2013
1.6.7	Set up security for production	3/4/2014	3/5/2014
1.6.7.1	Data Load users	3/4/2014	3/5/2014
1.6.7.2	Data Admin users	3/4/2014	3/5/2014
1.6.7.3	Reporting Tool users	3/4/2014	3/5/2014
1.6.8	Execute extraction routines	3/4/2014	3/12/2014

WBS	Task	Start	Finish
1.6.9	Run processes to load data	3/12/2014	3/17/2014
1.6.10	Validate results	3/17/2014	3/20/2014
1.6.11	Provide support during performance period	3/20/2014	5/1/2014
1.6.12	Performance period complete	5/1/2014	5/1/2014
1.6.13	System Documentation	6/1/2013	6/10/2013
1.6.13.1	Deliver system documentation	6/1/2013	6/1/2013
1.6.13.2	Notify State of looking for acceptance	6/3/2013	6/3/2013
1.6.13.3	State notify eScholar of acceptance	6/3/2013	6/10/2013
1.6.14	System Go Live	5/1/2014	5/8/2014
1.6.14.1	Acceptance	5/1/2014	5/1/2014
1.6.14.2	State notify eScholar of acceptance	5/1/2014	5/8/2014

## Attachments

*eScholar Complete Data Warehouse® for PK-12 Product Sheet*

*eScholar Data Categories*

*eScholar myTrack® Product Sheet*

*eScholar Uniq-ID® for Students*

*eScholar Uniq-ID® for Staff*

*eScholar Interstate™ ID eXchange*

*Press Release - eScholar Interstate™ ID eXchange Goes Live to Keep Students' Education Going Across State Lines*

With the increasing emphasis by both federal and state agencies on implementing systems that enable data-driven decision making to improve education outcomes, state departments of education and local education agencies (LEAs) need the ability to implement data warehouse and BI/analytics capabilities rapidly. Furthermore, they need the ability to collect and integrate education data across a vast and expanding scope of enterprise systems and functional areas. The system must be robust, scalable, user-friendly, configurable, and intuitive, and must include not only collection, integration, and storage capabilities within a web-based footprint, but must also incorporate configurable data quality and error handling workflow to supplement the often inadequate data quality checks built into legacy transactional systems. And with budgets shrinking, they need to develop or acquire such a system at a total-cost-of-ownership well below what a comparable private-sector corporation would spend.

It's a tall order. Fortunately, the eScholar Complete Data Warehouse® solution delivers it all, and with fifteen years as the leader in education data warehousing, our products have been evolving each year along with your needs.

## Key Features and Benefits of the eScholar Complete Data Warehouse® Solution

- Web-based Footprint
- Configurable Data Quality Control
- Most Comprehensive Data Model
- Full Suite of Packaged Data Transformation and Load Routines
- Packaged ETL Supporting Third-Party Assessment Results Data
- Full Support for Federal and State Reporting Requirements
- Compatible with both Microsoft SQL Server and Oracle
- Compatible with any ODBC-compliant Reporting, Analysis or OLAP Tool
- Fully Documented COTS Solution
- Comprehensive Maintenance and Support Package

### **Web-based Footprint**

The eScholar CDW incorporates eDM, an intuitive, browser-based data management tool to seamlessly manage submission of data by both state and district personnel in a centralized or decentralized environment. The interface allows Data Administrators to configure the system – data collection periods, data sets to be collected, data quality checks, user access, roles, and permissions, event-triggered email notification, automation, and more. eDM manages receipt and loading of data

from hundreds of LEAs or schools, or from state facilities, and presents load statistics and user-friendly data quality and data error reports to appropriate parties.

District Information	
<b>Available Districts</b> default state agency DISTRICT 200 DISTRICT 202 DISTRICT 205 DISTRICT 206 <b>DISTRICT 207</b> DISTRICT 208 DISTRICT 209 DISTRICT 210 DISTRICT 211	<b>Selected Districts</b> DISTRICT 201 DISTRICT 203 DISTRICT 204
>	>>
<<	<
Template Information	
<b>Available Templates</b> STUDENT INFRACTION <b>STUDENT INFRACTION RESPONSE</b> STUDENT LITE STUDENT LOCATION STUDENT OVERRIDE LOOKUP <b>STUDENT PERIOD AT TENDANCE</b> STUDENT SEGMENT DETAILS STUDENT SNAPSHOT STUDENT SUMMARY AT TENDANCE SURVEY INFORMATION	<b>Selected Templates</b> STUDENT STUDENT CLASS ENTRY EXIT STUDENT CLASS GRADE DETAIL
>	>>
<<	<
<input type="button" value="Add Collection"/> <input type="button" value="Cancel"/>	

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### Automation Notification Manager

General    Automation    **Collections**

**Collection Notifications**

Send Notification When Collection Opens     Yes     No

Send Notification When Collection Closes     Yes     No

Send 1st Reminder Message     Yes     No

1st Reminder Message - Number Days Before Close    14

Send 2nd Reminder Message     Yes     No

2nd Reminder Message - Number Days Before Close    7

Send 3rd Reminder Message     Yes     No

3rd Reminder Message - Number Days Before Close    2

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### Configurable Data Quality Control

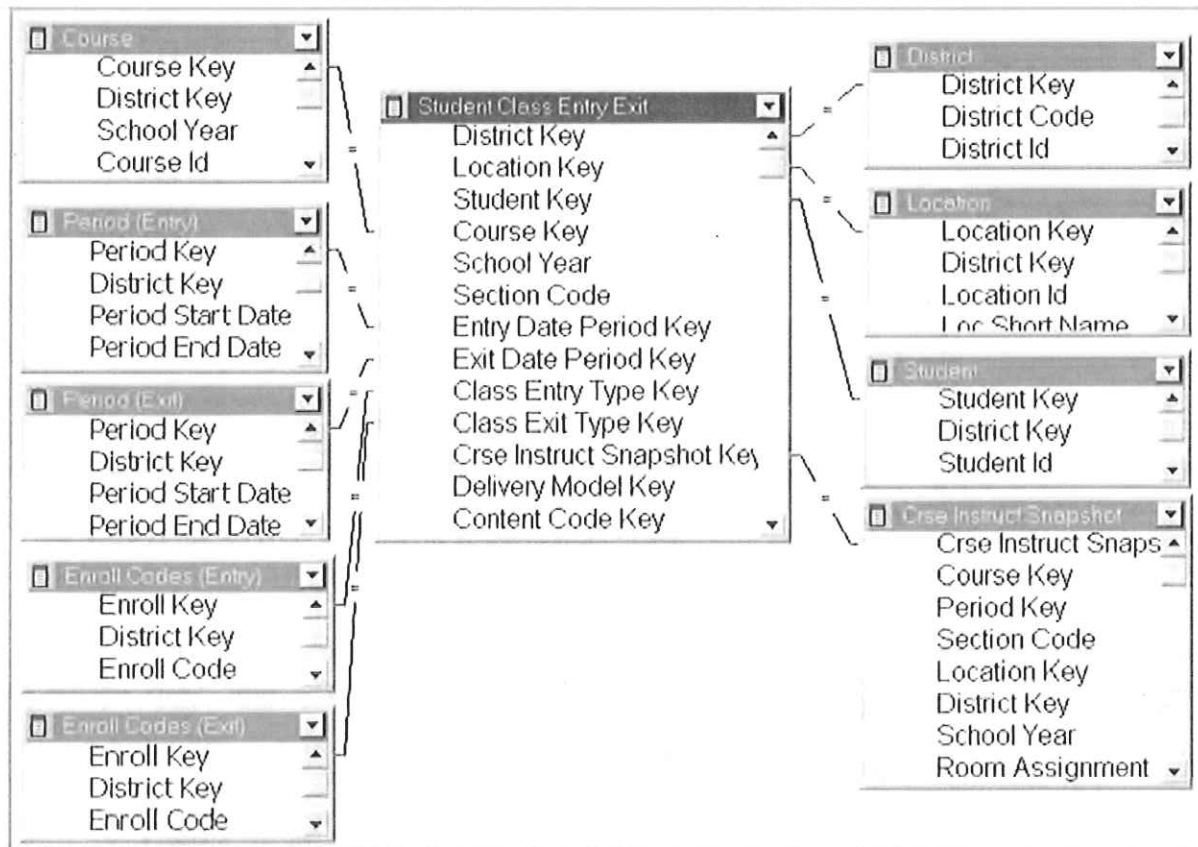
eDM gives administrators the flexibility to configure and control who submits what data, when, how, and with what density and data quality requirements. No other SLDS product in the education market offers the depth and breadth of control that eScholar does at the click of a mouse.

Collection Manager: 40th Day Collection - STUDENT SNAPSHOT		
<a href="#">Collection</a> / <a href="#">Templates</a> / <a href="#">Validations</a>		
Template Field	Required	No Valued Allowed
DISTRICT CODE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LOCATION CODE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCHOOL YEAR DATE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STUDENT ID	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SOCIAL SECURITY NUMBER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FAMILY NUMBER	<input type="checkbox"/>	<input type="checkbox"/>
LAST NAME SHORT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FIRST NAME SHORT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MIDDLE INITIAL	<input type="checkbox"/>	<input type="checkbox"/>
CURRENT GRADE LEVEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OBSOLETE	<input type="checkbox"/>	<input type="checkbox"/>
OBSOLETE	<input type="checkbox"/>	<input type="checkbox"/>
HOME ROOM	<input type="checkbox"/>	<input type="checkbox"/>
BIRTH DATE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GENDER CODE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ADDRESS 1	<input type="checkbox"/>	<input type="checkbox"/>
ADDRESS 2	<input type="checkbox"/>	<input type="checkbox"/>
CITY	<input type="checkbox"/>	<input type="checkbox"/>
STATE CODE	<input type="checkbox"/>	<input type="checkbox"/>

Source Record Number	DISTRICT CODE	LOCATION CODE	SCHOOL YEAR DATE	STUDENT ID	SOCIAL SECURITY NUMBER	FAMILY NUMBER	LAST NAME SHORT	FIRST NAME SHORT	MIDDLE INITIAL	CURRENT GRADE LEVEL	OBSOLETE	OBSOLETE	HOME ROOM	BIRTH DATE	GENDER CODE	ADDRESS 1
1	205	1000	2009-06-30	7544994783						002			HR204	2001-09-29	F	
2	205	1000	2009-06-30	8741780981	XXXXXXXX					ABC			HR403	1999-04-01	F	
3	205	1000	2008-06-30	1224288149						003			HR301	2000-03-31	M	
4	205	1000	2009-06-30	AAAAAAA						003	Failed Valid Values		HR304	2000-12-05	M	
5	205	1000	2009-06-30	3308453843						PKP			HRK04	2003-05-02		
6	205	1000	2009-06-30	4342385937						001			HR104	2002-02-20	F	
7	205	1000	2009-06-30	5067455861						003			HR301	2000-12-31	F	
8	205	1000	2009-06-30	7194043939						004			HR401	1999-06-22	F	
9	205	1000	2009-06-30	4611084876						PKP			HRK03	2003-12-23	M	
10	205	1000	2009-06-30	5769486872						001			HR103	2002-02-17	M	
11	205	1000	2009-06-30	9112054038						004			HR401	1999-12-27		
12	205	1000	2009-06-30	9274146213									HR302	2000-02-22	M	
13	205	1000	2009-06-30	2693890438						004			HR404	1999-04-19	M	
14	205	1000	2009-06-30	3269652689						003			HR301	2000-08-20	M	
15	205	1000	2009-06-30	6481237718						002			HR201	2001-01-09	F	
16	205	1000	2009-06-30	8747822694						003			HR301	2000-07-06	M	

### Most Comprehensive Data Model

With the most comprehensive, robust, and **scalable** data model available today, eScholar's P-20 SLDS solution supports over 3,500 data elements across more than 50 data categories. The data model follows a typical star schema data warehouse design utilizing conformed dimensions. The data model reflects fourteen years of field experience and continues to expand and evolve with each release. The eScholar data model integrates an ever-expanding breadth of elements across data categories including Student and Staff Demographics, Courses, Grades, Assessments, Academic Standards, Programs & Services, Special Education, Career and Technical Education, Enrollment, Attendance, Staff Development, Certification, and Evaluation, Discipline and Safe Schools, Surveys, Facilities, Financials, and much more, all at the most atomic level of detail. eScholar's robust data model means new clients are typically able to **map over 90% of their required data elements out-of-the-box** with no enhancement necessary, enabling not only highly successful data warehouse implementations but **rapid time to value**.



### Packaged Data Transformation and Load Routines

The eScholar Complete Data Warehouse® ships with hundreds of powerful transformation and load routines that ensure the cleanest possible data and enable widely-dispersed source data to be integrated into a single data repository. As a result, customers can perform longitudinal and multidimensional analysis of otherwise siloed data. eScholar load routines have evolved over fourteen years of experience loading hundreds of millions of records of education data. Operations include enforcing referential integrity, data quality checks leveraging embedded business rules and configurable logic, error handling and error log output, and data inserts and updates.

This out-of-the-box capability enables our customers to hit the ground running, saving countless man-hours of effort and contributing to rapid implementation and demonstration of value. No competitor in the marketplace can match it.

**Menu**

- Home
- Upload
- File Manager
- Batch Manager
- Approved Collections
- Admin Menu**
- Automation
- Broadcast Messages
- Collection Manager
- Admin Collection
- Etl Plan Configuration
- System Properties
- Notification Manager
- Admin Reports
- Data Prep & Conditioning Routines
- External Links**
- Uniq-ID
- eScholar Products

### Data Prep & Conditioning Routines

Begin Plan Runner Process
Status

Step 1 : Select Plan Type

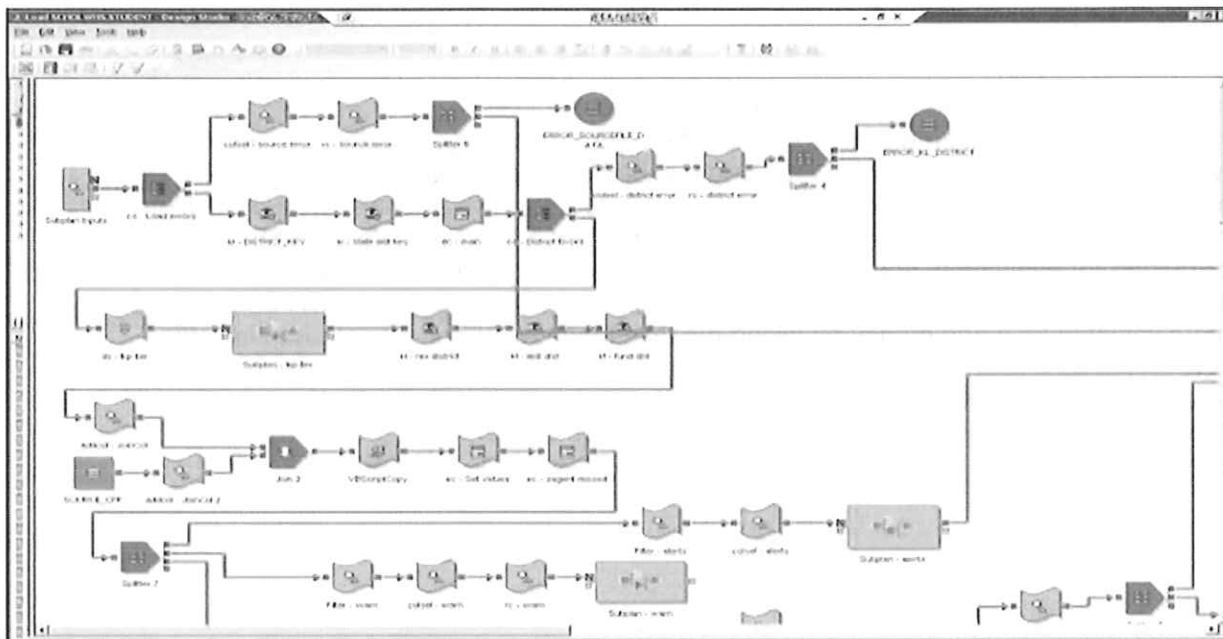
Plan Types: EDM P12 UTILITY

Step 2 : Select Plan

Plans\*

- Load Z\_ESCHOLAR\_METADATA
- Load SCHOLWHS.STUD\_SNAPSHOT from STUDENT
- Load SCHOLWHS.LOCATION\_YEAR from LOCATION
- Extract Data for New School Year
- Extract Data for New Fiscal Year
- Extract Calendar Period Template
- Delete REASONS\_FACT\_AND\_DISORDERS\_FACT

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### Packaged ETL Supporting Third-Party Assessment Results Data

Loading assessment data to your SLDS is critical to success of the project. eScholar delivers a suite of transformation routines designed to get test results data out of the hundreds of different flat file formats that test vendors provide, and into your warehouse. We are always expanding the scope of our coverage, and support over 50 distinct tests today from SAT and ACT to DIBELS, MAP, ACUITY, and many more.

**Menu**  
Home  
Upload  
File Manager  
Batch Manager  
Approved Collections

**Admin Menu**  
Automation  
Broadcast Messages  
Collection Manager  
Admin Collection  
ETL Plan Configuration  
System Properties  
Notification Manager  
Admin Reports  
Data Prep & Conditioning Routines

**External Links**  
Uniq-ID  
eScholar Products

**Data Prep & Conditioning Routines**

**Begin Plan Runner Process**    **Status**

Step 1 : Select Plan Type  
Plan Types EDMASSESSMENTS ▾

Step 2 : Select Plan  
Plans\* 2011 DIBELS ▾  
2011 SAT  
2011 PSAT  
2011 ACT  
2011 DIBELS

Configure

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### Full Support for Federal and State Reporting Requirements

With the most comprehensive data model in education data warehousing, your data collection needs are covered with respect to federal and state reporting mandates including NCLB, EdFacts/EDEN, and CSPR. In fact for your EdFacts requirements, eDM provides a GUI into the eScholar EDEN Solution™, a separately licensed product that sources data from the eScholar CDW or outside data sources, loads it to a data mart for evaluation, and produces all EDEN data files in the required formats with required file names so they can be submitted to the EdFacts portal. The eScholar EDEN Solution saves customers valuable time and money by taking the maintenance burden off your hands, letting you concentrate on the quality of the data being submitted rather than the rules governing required data, required values, formats, level of aggregation, and file naming conventions. And our solution guides you through the process step by step via web browser and a few mouse clicks. No other vendor in the marketplace delivers a workflow tool like this for EdFacts file creation.



**EDEN Batch Manager**

**Begin EDEN Process**      Status

---

Step 1 : Select School Year

School Years: 2010-2011 ▼

---

Step 2 : Select EDEN Plan Type

EDEN Plan Types: EDEN EXTRACT ▼

---

Step 3 : Select EDEN Plan

EDEN Plans\*

Configure PI

- [002] EDEN Extract CWD\_SCHOOL\_AGE SY2011
- [029] EDEN Extract DIRECTORY SY2011
- [033] EDEN Extract FREE\_AND\_REDUCED\_PRICE\_LUNCH SY2011
- [039] EDEN Extract GRADES\_OFFERED SY2011
- [046] EDEN Extract LEP\_STUDENTS\_IN\_LEP\_PROGRAM SY2011
- [052] EDEN Extract MEMBERSHIP SY2011
- [059] EDEN Extract STAFF\_FTE SY2011
- [089] EDEN Extract CWD\_EARLY\_CHILDHOOD SY2011
- [129] EDEN Extract CCD\_SCHOOL SY2011
- [130] EDEN Extract ESEA\_STATUS SY2011

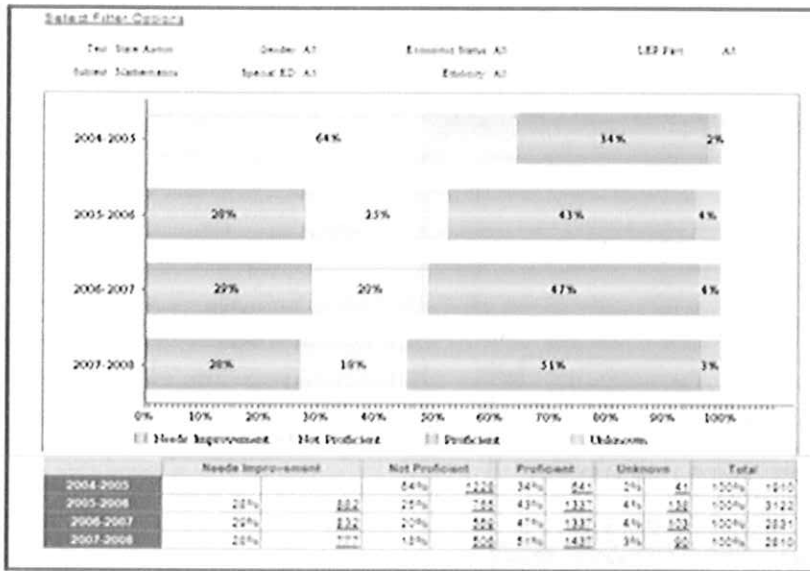
LC

### Fully Documented COTS Solution

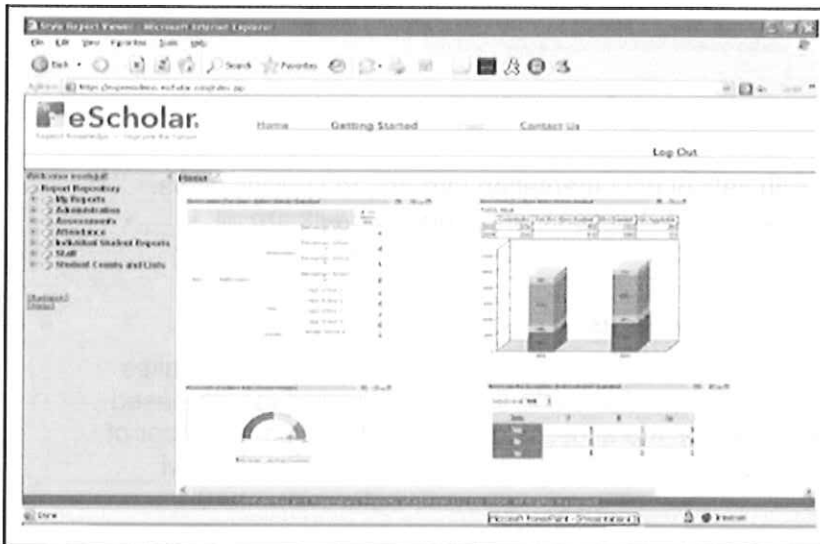
The eScholar CDW comes fully documented, with sets of documentation targeted to specific users. System and Technical documentation, User Guides, Best Practices, and video tutorials are all available from our support site.

### Standards-based Support for Reporting and Analysis Tools

Any SQL or ODBC compliant reporting or analytical tool can work with CDW-PK12. CDW-PK12 takes complete advantage of the security capabilities of these products and the data delivered to web-based reporting tools is encrypted via SSL. eScholar customers are accessing CDW-PK12 using a number of leading reporting and analysis products from vendors such as, SAP BusinessObjects, Oracle, IBM Cognos, SPSS, InetSoft and others.



Example - Summary report using an off-the-shelf ODBC-compliant reporting tool



Example - Dashboard using an off-the-shelf reporting product

### eScholar Complete Data Warehouse® Components

The eScholar CDW is a fully documented commercial off-the-shelf (COTS) P-20 education data warehousing solution. The P-20 solution is comprised of two main data warehousing solutions that can be licensed as a whole for a P-20 solution, or may be licensed individually as stand-alone products.

- eScholar Complete Data Warehouse® for PK-12 (CDW-PK12)** – Nearly fourteen years ago eScholar recognized the need for and was first to market with a COTS data warehousing solution for PK-12 education. Our data model and associated software – packaged data transformation and load routines, graphical user interface, configurable data quality capabilities, full suite of documentation – has evolved to meet increasingly rigorous and expansive customer requirements, business/stakeholder needs, and legislative mandates.

- **eScholar Complete Data Warehouse® for Postsecondary (CDW-PS)** - In response to growing demand for insight into student achievement and success beyond their PK-12 education, eScholar introduced the eScholar CDW-PS. This standalone COTS solution includes the capability to integrate with the CDW-PK12, offering SEAs a comprehensive P-20 SLDS package that enables sophisticated analysis of a full spectrum of education data within the context of students, teachers, programs, budgets, and more.

### Optional Product Add-Ons

eScholar offers several additional products and services associated with the eScholar CDW, including:

- **eScholar EDEN Solution™** - In response to US Department of Education's EdFacts Reporting requirements, eScholar worked closely with several state clients to develop processes for compiling Education Data Exchange Network (EDEN)-required data. Data can originate from either the CDW-PK12 or external sources. Using eScholar to produce EDEN files allows each state to concentrate on the content and quality of the underlying data, freeing state agencies from the mechanics of applying the necessary formatting, calculation, aggregation, and file naming rules to each of the approximately 80 required EDEN files per school year.
- **eScholar Framework™ for COGNOS®** - eScholar provides a reporting and analytics metadata model that helps facilitate the design, development and running of reports against the CDW-PK12 data model. The framework supports COGNOS ReportNet and PowerPlay products.

### Why eScholar?

- *The leader in education data management, providing successful statewide solutions for 13 SEAs, supporting over 4,800 school districts and over 20 million students across the country.*
- *Focused exclusively on the education data management industry since 1997.*
- *Comprehensive services, training and support programs to ensure customer success.*
- *An established, active user community allowing access to best practices, experience, and support from peers nationwide*

*Today, our products have become the recognized standards in the student and staff identification and educational data warehousing markets. The eScholar Complete Data Warehouse® solution has become an indispensable solution to local and state education agencies for integrating and managing the vast quantity of information they collect on students, programs, teachers and much more. For more information, visit [www.escholar.com](http://www.escholar.com) or contact us at [sales@escholar.com](mailto:sales@escholar.com) or (877) 328-2969.*

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CDW v14 ps20120710

The eScholar Complete Data Warehouse® for PK-12 (CDW-PK12) is a commercial off-the-shelf (COTS) solution enabling state and local education agencies to integrate disparate enterprise-wide data into a centralized data store, allowing longitudinal and cross-departmental analysis to enable data-driven decision making. Leveraging the most comprehensive education data model available in a COTS solution, eScholar CDW-PK12 unlocks the value of transactional data so education agencies can spot trends and gain insight into what works when educating students.

Our data model is always evolving to meet the needs of our customers. What follows is a brief description of data categories currently available for load to the data warehouse.

### **1. Student Demographics and Attributes**

Track student demographic attributes including birth date, gender, race/ethnicity, economic status, address, primary language, LEP status, household information, and much more. Mappings to the US Department of Education's National Center for Education Statistics (NCES) defined data elements are included. Snapshots of student demographics can be taken at crucial points to capture the composition of the student body at that point. A snapshot of the students and their demographics can also be captured in association with the administration of an assessment. This feature provides the ability to understand differences in the makeup of the student body at different points during a school year.

### **2. Student Contacts**

Store contact information for a student's parents, guardians, or other relations that may not necessarily be family. Includes attributes for name, relationship, address, phone numbers, email address, language, and authorization code.

### **3. Standardized Assessments and Results**

Within a single domain of dimension and fact tables, store information for any number of tests – classroom tests and quizzes, exams, benchmark and formative assessments, state and national high-stakes tests (such as SAT, ACT, MAP, DIBELS, TerraNova, etc.) – along with individual student results. Store attributes of a test such as test name, version, components (subtests, clusters or learning standards, skills or content strands, and items or questions), achievement levels and their score ranges, and available accommodations and modifications. Track individual student results for each component of each test and test date, including multiple types of scores (raw, scaled, percent, and alpha scores, local and national percentiles and stanines, norm curve equivalents, standard performance index, standard performance level), status (tested, not tested, invalid, etc.), achievement level, and accommodations and modifications used. Storing test data in a single set of tables enables sophisticated longitudinal analysis across time, across tests, for individuals or cohorts, within or across achievement levels or state standards, and within the context of other educational performance measures, teacher information, program participation, discipline information, student activity, and more.

#### **4. Academic Standards**

Track academic standards and the intersection of academic standards, assessments, and courses. When analyzed in the context of student performance, this information can reveal specific areas of academic focus to improve student outcomes. When analyzed in conjunction with programs and services data, it can suggest adjustments in placement to improve outcomes. The eScholar Complete Data Warehouse® now ships with embedded Common Core State Standards data in support of the Common Core State Standards Initiative.

#### **5. Assessment-to-Academic Standards Linkage**

Track the intersection of academic standards with assessments. When analyzed in the context of student performance, this information can reveal specific areas of academic focus to improve student outcomes. When analyzed in conjunction with programs, services, and other data, it can suggest adjustments in placement to improve outcomes.

#### **6. Course-to-Academic Standards Linkage**

Track the intersection of academic standards with courses. When analyzed in the context of student performance, this information can reveal specific areas of academic focus to improve student outcomes. When analyzed in conjunction with programs, services, and other data, it can suggest adjustments in placement to improve outcomes.

#### **7. Assessment-to-Course Linkage**

Track the intersection of assessments with courses. When analyzed in the context of student performance, this information can reveal specific areas of academic focus to improve student outcomes. When analyzed in conjunction with programs and services data, it can suggest adjustments in placement to improve outcomes.

#### **8. Student Daily and Summary Attendance**

Track daily student attendance at each location. Define attendance codes representing both positive and negative attendance such as tardy, AM only, left early, excused or unexcused absence, field trip, etc. Summary attendance, including days present, days absent, days absent without excuse, days enrolled, days tardy, and FTE percent, may also be tracked for any range of dates.

#### **9. Student Course Attendance**

Track student course attendance including course periods that repeat daily and course blocks with irregular timing. This level of detail is usually captured in middle through high school.

#### **10. Student Schedule Period Attendance**

Track student attendance for each scheduled period of the day. This may be particularly useful in understanding which students are missing portions of a class that meets across multiple periods, such as a science class with a lab component that together span two schedule periods.

### **11. School Enrollment Entry and Exit**

Track school enrollment (entry and exit) at the individual student level. Entry and exit codes may identify various reasons for enrollment or withdrawal and may be grouped into categories representing, for example, transfer-in enrollment or dropout withdrawal. By analyzing patterns in School Enrollment, a district can highlight mobility patterns and dropout rates when targeting academic interventions.

### **12. Graduation Status**

Track information related to a student's progress toward and status of graduation, including GPA calculations vs. requirements, graduation points and weighted points accumulated, core courses completed, expected graduation timeframe, success of appeals, and planned post-graduation activity such as college or military.

### **13. National Student Clearinghouse® Data**

Store information about student enrollment in and degrees earned from higher education institutions as provided to education agencies who subscribe to the National Student Clearinghouse®. Such information can be important in analyzing long term success of students within the context of their PK-12 experience.

### **14. Staff Demographics and Attributes**

Track staff member attributes including gender, race/ethnicity, job class codes, address, contact information, tenure date, years of experience, highest degree earned, and much more. Mappings to the US Department of Education's NCES defined data elements are included. Snapshots of staff demographics can be taken at crucial points to capture the composition of the staff at that point. This feature provides the ability to understand differences in the makeup of the personnel pool at different points during a school year.

### **15. Staff Attendance**

Track staff attendance as well as personal time earned, used, and total accrued both daily and for any date range. Summary attendance data may also be recorded, reflecting aggregate time earned, used, and accrued by all staff at a location for any date range.

### **16. Staff Assignment**

For any point in time, track all staff assignments, including assignments of staff members to locations outside their home districts. Elements include assignment code, assignment location, assignment job code, assignment room and site, funding source, and more.

### **17. Staff Professional Development**

Define any number of professional development activities, such as mentoring, seminars, and workshops, and track involvement of staff in those activities including start and end dates, withdrawal date, participation level, hours, credits, and more.

## **18. Staff Certifications**

Track Staff certifications, course certification requirements, and staff assignment certification requirements. Each certification achieved by a staff member can be recorded. Additionally, information can be tracked on the specific combination of Certification Types, Certification Areas, and Certification Levels a Staff member must have in order to teach specific Courses. There may be different combinations defined to meet the Course Requirements and multiple Types, Areas and/or Levels may be required in combination for a particular Course. Finally, information can be tracked on the specific combination of Certification Types, Certification Areas, and Certification Levels a Staff member must have in order to hold a specific Assignment or Position. There may be different combinations defined to meet the Assignment Requirements and multiple Types, Areas and/or Levels may be required in combination for a particular Assignment. Staff Certification data collected can assist a school district in addressing the 'No Child Left Behind' requirement for highly qualified teachers (HQT).

## **19. Staff Evaluation**

Both the U.S. Department of Education and many state education agencies and legislatures are more than ever emphasizing the importance of evaluating staff members within the context of effective educational practices. Our Staff Evaluation domain allows customers to define any number of evaluation protocols, criteria, and rating mechanisms. For any staff member, track an unlimited number of evaluations and the details of each. When necessary, track each classroom in which an evaluation took place.

## **20. Student-Teacher-Course Linkage**

Track the association of each student to each staff member within a class. Include information about when the relationship starts and ends, potential and actual instructional time, total planned class time, and a weighted measure of the responsibility that staff member has for that student in that class. This data may be critical to certain elements of the staff evaluation process within the context of student performance.

## **21. Course and Class Attributes**

Track attributes of courses and sections offered including subject, department, credits, honors indicator, course type, grade type, and course length.

## **22. Class Instructor Attributes**

For any point in time, track which instructors teach which classes. These data are a key component in analyzing relationships among teachers and students, and particularly in analyzing student performance and outcomes within the context of teachers and their qualifications.

## **23. Student Class Enrollment**

Track student enrollment and withdrawal within a course and section. Enrollment codes may represent various types of enrollment or withdrawal and may be grouped into categories representing broader types of enrollment or withdrawal.

#### **24. Student Class Grades**

Track any course grade for a student in a class by date. This design allows for reporting on the intersection of student, class grade, course, section, and teacher.

#### **25. Student Credits and GPA**

Track both academic term and cumulative credits and GPA for each student as he/she progresses through an academic career. Using distinct codes, customers define the components of credits and GPA to be collected, such as total, remedial, non-remedial, or as they relate to specific programs, courses, groups of courses, or tracks of study.

#### **26. Elementary School Report Cards**

Elementary School Report Card data is a valuable component of a student's profile and includes measurements in a broad set of categories. The eScholar CDW-PK12 solution provides the capability to store a rich set of this data and tie it to a student's record for reference and analysis throughout a student's career.

#### **27. Post School Activity**

Track information about students after they have left the PK-12 system – through graduation, dropping out, or reaching the maximum age. This data set includes the ability to track post-graduation military service.

#### **28. Programs**

Track programs offered, recording attributes such as description, type (such as general or special education), state program or service code, accreditation, program sponsor, and category rollups. The ability to track a program provides a powerful mechanism to evaluate and compare the effectiveness of educational programs and to determine how well school programs are meeting the needs of particular student populations.

#### **29. Program Eligibility and Participation**

Track each student's participation in each program and/or service, including start and end dates, frequency, and duration. Use the Program Qualification and Program Participation areas to track student eligibility for and participation in programs. When integrated into analysis of student performance over time, this information can provide insight into which programs and services work best for which students, as well as where future funding should be applied to best serve student populations.

#### **30. Program Sections**

Track information on various sections of a program, including room assignment, hours per day, section size, and funds paid to provider. Also track each student and staff member associated with each section.



### **31. Program Services and Activities**

Track information on any educational services including funding source, associate a service with a program, and track each student's involvement in each service, including start and end dates, frequency, and duration of service. When integrated into analysis of student performance over time, this information can provide insight into which services work best for which students, as well as where future funding should be applied to best serve student populations.

### **32. Career and Technical Education**

Track data related to the Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV). Record information about student participation in CTE education including Classification of Instructional Program (CIP) information and CTE Clusters, industry credentials earned, statuses, program completion, and learning components. The flexible data model design allows customers to track CTE student information at varying grains depending on a customer's existing operational capabilities. For example, customers may track CTE student-level participation either to the CTE Cluster level or the more granular CIP level.

### **33. Early Childhood Attributes**

Track point-in-time information specific to early childhood students, including developmental screening and health assessment dates. Track program attributes, participation, and information about transitions from early childhood programs as well as Special Education program referrals.

### **34. Migrant Student Attributes**

Track information specific to migrant students, including information about qualifying moves and eligibility expiration date.

### **35. Student Education Barriers**

Define and track any number of barriers to a student's education that may exist. This information is useful in understanding all of the environmental and other factors that may influence educational outcomes, and is also helpful in complying with certain state and federal reporting requirements including those of CSPR.

### **36. Special Education Students**

Track details specific to special education students such as disabilities, placement type, last IEP date, last evaluation date, service level, periodic review dates, special education entry and exit dates and reasons.

### **37. Special Education Services**

Track each special education service received by a student as well as the details of each service. Elements include Service Code, Placement Type, Compliance Date, Start and End Dates of service, Service Provider Name, and much more.

### **38. Special Education Events**

Define events and event sequences, and track the details of each event including Event Type, Event Reasons, Event Status and Outcomes, relevant dates, and more.

### **39. Title I Programs**

Track a variety of services that students may be receiving under Title I. The details of Title I program eligibility and participation can be recorded using the Program Qualification and Program Participation areas.

### **40. Student Groups and Extracurricular Involvement**

Define and track an unlimited number of groups of individual students based on a wide variety of criteria. Examples may include cohorts, students participating in a specific activity, a shared interest or experience. A compelling feature of this domain is the ability to support historical analyses based on current definitions of the groups. The capacity to track student participation in extracurricular and other activities allows analysis against academic performance to find correlations.

### **41. Discipline Incidents and Referral**

Track disciplinary incidents including an unlimited number of offenders, infractions, and victims per incident, as well as attributes of incidents and infractions including involvement of weapons, police, and much more.

### **42. Discipline Responses, Suspensions, Expulsions**

Track disciplinary action per incident per offender, including suspension or expulsion, status of hearings and appeals, time elements and parental involvement. This is used to review the effectiveness of types of responses in reducing recidivism, as well as for determining patterns for dealing with particular types of infractions within the district, a school, classroom, or by individual student.

### **43. State Attributes and Measures**

Store information about state agencies such as names, addresses, and phone numbers, as well as website URL, AYP and other statuses, and Chief State School Officer information. Separately, define and track an unlimited number of measures – counts, amounts, or percentages – or indicators. Leading-edge design methodologies give customers the power to define any kind of measure or indicator that needs to be tracked – regional socioeconomic, demographic, or other measures or indicators broken out by any number of regions or other categories, for instance, but there is no limit to the possibilities. Our State-of-the-art design provides the flexibility to define additional measures and indicators to be collected as requirements evolve.

### **44. District Attributes and Measures**

Store information about school districts such as names, addresses, and phone numbers, as well as website URL, and AYP and other statuses. Separately, define and track an unlimited number

of measures – counts, amounts, or percentages – or indicators. Leading-edge design methodologies give customers the power to define any kind of measure or indicator that needs to be tracked – socioeconomic, demographic, or other measures or indicators, for instance, or graduation rates by demographic or other subgroup, but there is no limit to the possibilities. Our State-of-the-art design provides the flexibility to define additional measures and indicators to be collected as requirements evolve.

#### **45. Location Attributes and Measures**

Store information about schools such as names, addresses, and phone numbers, as well as website URL, and AYP and other statuses. Separately, define and track an unlimited number of measures – counts, amounts, or percentages – or indicators. Leading-edge design methodologies give customers the power to define any kind of measure or indicator that needs to be tracked – socioeconomic, demographic, or other measures or indicators, for instance, or graduation rates by demographic or other subgroup, but there is no limit to the possibilities. Our State-of-the-art design provides the flexibility to define additional measures and indicators to be collected as requirements evolve.

#### **46. Student Attributes and Measures**

Attributes and measures of each student can be stored to reflect any point in time. As with State, District, and Location measures and attributes, this set of dimension and fact tables allows customers to define any kind of measure or indicator that needs to be tracked, giving them the flexibility to collect new information at the correct grain as requirements evolve.

#### **47. District and Location Groups**

Define an unlimited number of groups by which districts or locations may be defined and associate districts or locations to those groups. A group may identify districts or locations as, for example, **Large**, **Urban**, or **Rural**. The ability to group districts and schools enables analysis of those groups in the context of student or teacher performance, funding, or other data.

#### **48. Budgeted and Actual Spending by Account, Department and Location**

Track proposed and approved budget activity and actual spending by department, fund source, program, account, and date. General ledger entries can be summarized by department, fund source, program, account, and date and linked to staff and student performance indicators to determine program effectiveness and efficiency.

#### **49. Facilities**

Track facilities-related data, including building and room attributes, building and room components, condition, history, renovation dates, and use. This information can be powerful in analyzing student performance within the context of facility age, environmental conditions, or components.

## 50. Survey

Track and analyze a wide variety of anonymous Survey data. Surveys provide you the tool to track your longitudinal success against the public's perception of your schools. An infinite number of surveys, participants, questions, and responses and response types can be stored. Customers have used this area to collect survey data ranging from anonymous satisfaction surveys to surveys of CTE student post-school activity more granular than that required by Perkins IV.

## 51. Transportation

Track vehicle and route information including License Plate Number, VIN, various component manufacturer information, capacity, route types, road types and mileage components. This information may be used, for example, to create efficiencies in route planning and fleet management.

## Why eScholar?

- Proven successful statewide solutions for 13 SEAs, supporting over 4,800 school districts and over 19 million students across the country.
- Focused exclusively on education data management since 1997.
- Comprehensive services, training and support programs to ensure customer success.
- An established, active user community allowing access to best practices, experience, and support from peers nationwide.

Today, eScholar products have become the recognized standards in the student and staff identification and educational data warehousing markets. The eScholar Complete Data Warehouse® solution has become an indispensable solution to local and state education agencies for integrating and managing the vast quantity of information they collect to improve decision-making, instruction, and learning. For more information, contact Sales at [sales@escholar.com](mailto:sales@escholar.com) or (877) 328-2969.

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CDW-PK12 Data Categories v14 fs20120705



Education has traditionally focused on teaching classrooms of students a variety of skills and content.

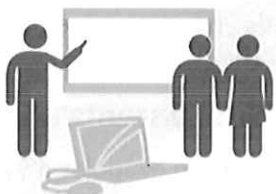
However, every student has individual needs and goals. How are educators supposed to track their individual needs and progress?

**IT'S TIME FOR EDUCATION  
TO GET PERSONAL.**



At eScholar we know education data, and that data is essential to personalize education. And when we say data, we don't just mean student assessment scores - we mean everything: attendance, discipline, interventions, and more.

eScholar myTrack leverages data to create a **personalized pathway** to success for all students. Educators, parents, and students have the opportunity to collaborate with each other, so that everyone is on the same track to help students reach their goals.



**Set:** With eScholar myTrack, goals can be set for all individual students.

**Engage:** All members of a student support team can log into myTrack to track a student's progress. myTrack provides recommended strategies to engage students to help them reach their goals.



**Achieve:** Students receive personalized feedback and guidance, which enables them to achieve their own goals.

eScholar provides services and solutions to over 20 million students in the US. To learn more, go to [www.escholar.com](http://www.escholar.com).

**eScholar**  
We know education data.





eScholar  
**myTrack™**

## Introducing eScholar myTrack™, a platform that leverages data to personalize education for every individual student

At eScholar, we help each individual student get the best education by using data. eScholar myTrack presents educators with individualized and graphical views of student data, connects the data to student goals, and recommends resources that are best suited to meet those goals.

*"eScholar is a strategic partner in Cumberland County's mission to improve teaching methods, the ability to qualify our results, and the education outcomes of our students."*

*- Ruben Reyes,  
Executive Director,  
Cumberland County  
Schools, eScholar myTrack  
district*

### **View longitudinal, historical data for all students**

eScholar myTrack displays longitudinal data for all students in a dashboard format. Educators can easily access all of their students' historical data in a secure online environment. Data does not just include student assessment data; it includes school, demographic, attendance data and more.

### **Set and track individual goals**

Users of eScholar myTrack can set goals for all of their individual students based on their data and needs. All students are capable of reaching their goals, but they also learn and progress at different paces. Educators can track and monitor their students' progress towards their individual goals, enabling them to engage with their students on a more personalized level.

### **Get recommended strategies to meet individual needs**

eScholar myTrack provides recommendations for strategies to help students reach their goals. These strategies can be specific steps, actions, or interventions that are aligned to the goals and needs. Educators are directed to resources that have been rated as effective by other educators.

### **Engage all stakeholders, including parents and students**

Educators are not the only ones who can use eScholar myTrack. eScholar myTrack is a collaborative platform that engages all education stakeholders, including administrators, parents, and even students. All stakeholders can log into eScholar myTrack and get their own personalized view of a student's data, goals, and progress.

### **Receive customized support from the eScholar team**

Have a question? Need help integrating eScholar myTrack? In addition to online support content, the eScholar account management and customer education teams are here to help and can be reached directly by email or phone.

 **eScholar®**  
We know education data.

To learn more about eScholar myTrack, visit us online at

[www.escholar.com](http://www.escholar.com)



## *The Leading Solution in Assigning and Managing Unique Student Identifiers*

School districts and state education agencies have long understood the importance of ensuring unique student record identification across time, location and source, but have struggled to achieve and then maintain unique identities of students. The eScholar Uniq-ID<sup>®</sup> for Students system delivers a fully developed and proven system to collect student identification data, match, de-duplicate and assign identifiers. This includes identifying and managing identifiers throughout a student's academic career across schools, districts, and states. eScholar Uniq-ID<sup>®</sup> for Students is the most widely deployed state-wide student identification system and the only product which enables tracking of student identifiers on an interstate basis.

eScholar's powerful web-based application for assigning unique student identification numbers operates at the district and state level. eScholar Uniq-ID<sup>®</sup> for Students can be implemented as a web-based application or as a component of SIF or Web Services standard infrastructure. eScholar Uniq-ID<sup>®</sup> for Students provides the most accurate unique student record identification capability found anywhere.

### **Overview**

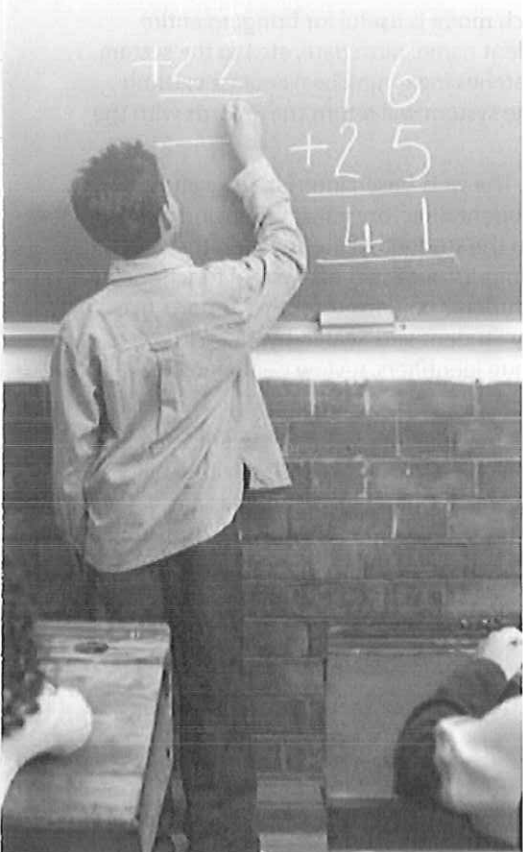
The technology and techniques employed in the eScholar Uniq-ID<sup>®</sup> for Students application have been developed and perfected through many state-wide implementations. eScholar has done extensive work cleansing and de-duplicating records of millions of students across thousands of eScholar data warehouse and unique identifier implementations. This product has been chosen and deployed by nine state education agencies and two federal agencies – covering more than 2,600 districts – as the comprehensive solution for uniquely identifying and tracking student data.

eScholar Uniq-ID<sup>®</sup> for Students system assigns a unique student identifier that can be used to track student records across time, geography and the wide variety of systems in which student data is found. In addition to assigning IDs to new students as their records are added, the system provides an easy interface for users to identify students who have already been submitted to the system but may be registering for the first time in a new location, district or higher education institution.

### **System Functionality**

eScholar Uniq-ID<sup>®</sup> for Students assigns a unique numeric identifier to each student and maintains that ID with that individual's data across time, location and institution. The identifiers are randomly assigned, never duplicated and not constructed based on any algorithm related to the student identification attributes. The system utilizes student directory information (First Name, Last Name, Date of Birth, etc) for matching. Since these student attributes are often similar to those of other students, the system will provide a list of registered students who potentially match the attributes and allow an authorized user to choose an existing ID or to create a new ID.

To perform the vital matching process, the system takes advantage of hundreds of matching techniques including Soundex, Edit Distance, Nicknames and many others. In addition, the system has the ability to resolve variations of given names (for example, Jack = John, Bill = William, etc). Through the matching of millions of



student records eScholar continues to refine this process, ensuring that the techniques used provide the greatest possible precision. Our meticulous attention to the matching model results in minimal deployment costs, while maximizing the resultant data quality.

## **Managing Student Identifiers**

One of the most important functions of an identification system should be to minimize the number of duplicate and shared identifiers. A duplicate is an individual who has more than one identifier. A shared identifier is one that has been assigned to more than one individual. Regardless of the cause of duplicates and/or shared identifiers, some small fraction of the student records registered in the eScholar Uniq-ID® for Students system can be duplicates and/or shared identifiers.

eScholar Uniq-ID® for Students provides easy interfaces for administrators to find, research, and repair duplicates and shared identifiers. When duplicates are found, a linkage will be created between the duplicate and the actual identifier. This makes it possible to integrate historical information that may have been linked to the duplicate. Identifiers generated by the student application will not be reused, even if they are determined to have been assigned in duplicate. When shared identifiers are found, an administrator can separate the students who are sharing the identifiers, using an online interface to determine which individual should retain the identifier at issue and which students should be assigned brand new identifiers. History can also be assigned to separate IDs.

eScholar Uniq-ID® for Students incorporates an Alias ID feature which allows the system to retain a record of all local identifiers and/or alternate identifiers submitted to the. Each time a new Local Identifier or Alternate ID is submitted with the student record, the system will insert this information into an Alias ID table with a link to the unique State ID. This allows states to begin tracking identifiers from various systems, including those from other states. This also allows data to be more easily integrated and tracked across time and source. An Alias ID data mart is provided as part of this feature to enable administrators to track and report on multiple IDs.

eScholar Uniq-ID® for Students also enables record-level updates to student information based upon a system-wide source system reliability score. Administrators configure and define reliability scores for source systems that are authorized to upload data. The reliability score is used during processing to determine if the incoming record has the "authority" to update an existing record. Only records meeting the authoritative source criteria will be able to apply updates. By utilizing this functionality states can submit data from multiple source systems but only apply changes in data when the data comes from an authoritative source.

## **Mode of Operation**

eScholar Uniq-ID® for Students can be operated in both batch and interactive modes. Batch mode is useful for bringing entire districts into the system. Each district uploads a file of student directory information (student name, birth date, etc.) to the system or via Automatic File Processing. The authorized users then receive a listing of possible matches (near matches) against existing students where positive resolution is not possible. Once the near matches are resolved, the system will return the records with the unique identifier.

Interactive Mode is available to users through a web-based interface, Web Services, or SIF. The web-based interface is useful when students are registering in a district for the first time. The administrator can enter student directory information and quickly determine if this student has previously been provided an identifier. If not, they can assign the student an identifier on the spot. The interactive mode also includes Web Services and SIF. Web Services expose eScholar Uniq-ID® for Students system functionality to other systems developed by the customer or other vendor. The eScholar Uniq-ID® for Students system currently supports five Web Service functions: ID Assignment, Near Match Lists, Near Match Resolution, Search by Student and Search by Batch Info. These services combined allow users to submit student directory information, assign unique identifiers, review near matches, provide a near match decision, and to receive an assigned ID.

In addition to assigning identifiers, authorized users can search for students via Student Search or Batch Search. Student Search is used for single student searches, while Batch Search allows for multiple student searches in one file. The Batch Search capability enables administrators to perform a complete analysis on the returned records to determine if any of the near matches are matches. The Batch Search component can be used to search for existing students for the purposes of identifying false drop-outs across districts or states and provide missing students, and/or identifiers to be supplied to testing vendors.

## **Other System Features**

- *Configurable system properties*
- *Configurable authorization*
- *Flexible authentication*
- *Synchronization with other data sources*
- *Pending Near Match reporting at the state, district and school levels*



## Why eScholar?

- Proven successful statewide solutions for 11 SEAs, supporting over 3,500 school districts and over 12 million students across the country.
- Focused exclusively on the education data management industry since 1997.
- Comprehensive services, training and support programs to ensure customer success.
- An established, active user community allowing access to best practices, experience, and support from peers nationwide

Today, our products have become the recognized standards in the student and staff identification and educational data warehousing markets. The eScholar Complete Data Warehouse® products have become indispensable to local and state education agencies for integrating and managing the vast quantity of information they collect on students, programs, teachers and much more. eScholar Uniq-ID® for Students and eScholar Uniq-ID® for Staff are the leading products for generating, assigning, and managing statewide unique student and staff identifiers. For more information, contact Sales at [sales@escholar.com](mailto:sales@escholar.com) or (877) 328-2969.



tel 914.989.2900  
fax 914.989.2990

222 Bloomingdale Road  
Suite 107  
White Plains, NY 10605  
[www.escholar.com](http://www.escholar.com)

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UID Students UID V8 ps20100917

## **eScholar Uniq-ID® for Staff Version 2.0**

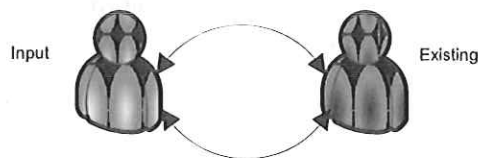
The ability to accurately and reliably report on education staff members has become an increasingly important issue to both the educational community at large and the federal government. The eScholar Uniq-ID® for Staff application delivers a fully developed and proven application that enables educational agencies to collect staff data, match, de-duplicate and assign identifiers.

eScholar Uniq-ID® for Staff is a powerful web-based system that can be used at a federal, state or district level. The technology and techniques employed in the eScholar Uniq-ID® for Staff application have been developed and perfected through many statewide implementations, as well as eScholar's extensive work in cleansing and de-duplicating records in thousands of eScholar data warehouse implementations. eScholar has leveraged this knowledge in combination with a powerful matching technology to address unique identification of staff. In addition to assigning identifiers to new staff members, the system provides an easy interface for users to identify staff members who are already in the system but are registering for the first time in a new location or district. This is an effective way to resolve near matches, to de-duplicate identifiers and to separate identifiers when necessary.

### **System Functionality**

The eScholar Uniq-ID® for Staff system assigns a unique numeric identifier to each staff member in the system. These identifiers are randomly assigned, never duplicated, and can be used to track staff records across time, geography and a wide variety of source systems. The identifiers are not constructed using any algorithm related to the staff identification attributes.

The eScholar Uniq-ID® for Staff system utilizes staff directory information, including first name, last name, date of birth, gender, ethnicity, and previous last name for matching. To perform the vital matching process, the eScholar Uniq-ID® for Staff application takes advantage of hundreds of matching techniques including Soundex, Edit Distance, Nicknames and many others. In addition, the system has the ability to resolve variations of given names (for example, Jack = John, Bill = William, etc). The system compares the attributes and provides the user with a list of nearly matched records when necessary.



The matching engine compares the input record to all existing students in the eScholar Uniq-ID® for Staff system and then produces a match result of match, near match or no match.

Our meticulous attention to the matching model results in minimal deployment costs, while maximizing the resultant data quality. The eScholar Uniq-ID<sup>®</sup> for Staff application ensures that a single identifier cannot belong to more than one individual and minimizes the possibility that a single person may be assigned more than one identifier.

### Duplicates and Shared Identifiers

One of the most important functions of an identification system should be to minimize the number of duplicate and shared identifiers. A duplicate is an individual who has more than one identifier. A shared identifier is one that has been assigned to more than one individual. Regardless of the cause of duplicates and/or shared identifiers, some small fraction of the staff records registered in the eScholar Uniq-ID<sup>®</sup> for Staff application can turn out to be duplicates and/or shared identifiers.

eScholar Uniq-ID<sup>®</sup> for Staff provides easy interfaces for administrators to find, research, and repair duplicates and shared identifiers. When duplicates are found and resolved, a link can be created between the duplicate and the active identifier. This makes it possible to merge historical information that may have been stored with the duplicate. Identifiers generated by the staff application will not be reused, even if they are determined to have been assigned in duplicate. An administrator can *separate* the staff members who are sharing identifiers using an online interface. This allows the user to determine which individual should retain the identifier at issue and which staff members should be assigned brand new identifiers.

### Modes of Operation

eScholar Uniq-ID<sup>®</sup> for Staff can be operated in both batch and interactive modes. Batch mode is useful for bringing entire districts into the system. Each district supplies a file of staff member directory information (name, birth date, etc.) to the system and receives a listing of possible matches (near matches) against existing staff members where positive resolution is not possible. Once the near matches are resolved, the system will return the records with the unique identifier.

Interactive Mode is available to users through a web-based interface or Web Services. The web-based interface is useful when staff members are hired in a district for the first time. The administrator can enter directory information and quickly determine if this staff member has previously been provided an identifier. If not, the user can assign an identifier on the spot. Web Services expose eScholar Uniq-ID<sup>®</sup> for Staff system functionality to other systems developed by the client or other vendor. The eScholar Uniq-ID<sup>®</sup> for Staff system currently supports three Web Service functions: ID Assignment, Near Match Lists, and Near Match Resolution. These services combined allow users to submit staff directory information, assign unique identifiers, review near matches, provide a near match decision, and receive an assigned identifier.

### Other Features

- Configurable system properties
- Ability to assign staff members to multiple locations
- Record-centric batches

## Why eScholar?

- The leader in education data management, providing successful statewide solutions for 11 SEAs, supporting over 3,500 school districts and over 12 million students across the country.
- Focused exclusively on the education data management industry since 1997.
- Comprehensive services, training and support programs to ensure customer success.
- An established, active user community allowing access to best practices, experience, and support from peers nationwide

Today, our products have become the recognized standards in the student and staff identification and educational data warehousing markets. The eScholar Complete Data Warehouse® solution has become an indispensable solution to local and state education agencies for integrating and managing the vast quantity of information they collect on students, programs, teachers and much more. For more information, contact Sales at [sales@escholar.com](mailto:sales@escholar.com) or (877) 328-2969.

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## *Solving Interstate Mobility Challenges*

*Identify false drop-outs and missing students*

State Education Agencies (SEAs) need to easily identify, share, and verify data regarding students that have relocated outside of state lines. If a student leaves without proper notification to the school district they are reported as a dropout. SEAs are required to identify a direct connection to the student within the relocation state in order to report a false dropout. Additionally, with a lack of data on incoming students, both SEAs and their school districts are limited in their ability to quickly and correctly place students and inform instruction.

*Obtain and share data on students across states*



**eScholar Interstate ID eXchange**  
eScholar Interstate ID eXchange enables SEA Administrators to find and correctly identify students that travel between participating states, providing unduplicated identifiers and mapping local identifiers as Alias IDs . When a match is found the SEA can capture this data to improve communication and share longitudinal data that helps “mobile” students succeed.

eScholar Interstate ID eXchange uses industry standard data definitions and provides enrollment information to help SEA Administrators make an informed decision about potential student matches. The solution leverages existing infrastructure and therefore no new hardware is required. In addition, eScholar Interstate ID eXchange leverages Common Education Data Standards (CEDS) to simplify data interoperability and portability.

### Key Benefits

- Expands student search and identification process from within the state to across state lines
- Enables the ability to accurately locate mobile students including potential false drop-outs across state lines
- Enables more accurate reporting of drop-out rates, ensuring that rates are not falsely inflated when students move out of state
- Enables SEA Administrators to identify students that moved to school districts in other states. Knowing where students have relocated helps establish a link among the education agencies to help to improve effective engagement of students.



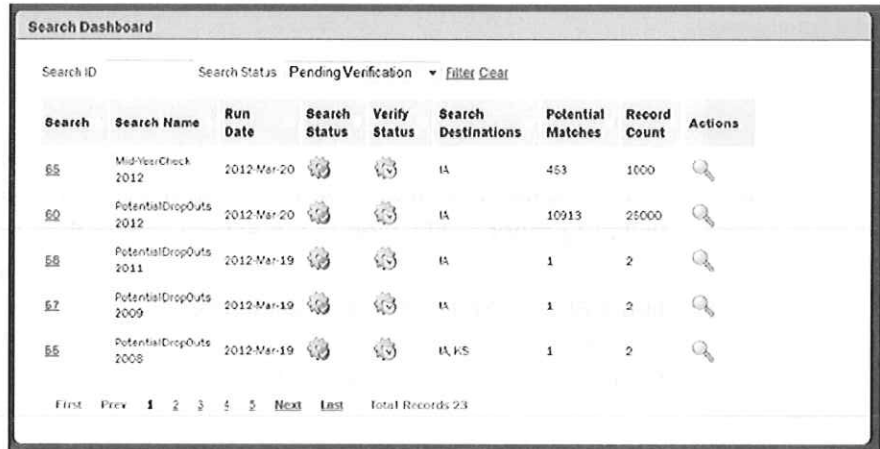
*“eScholar is playing a pivotal role in helping identify and track students once they fall off of the radar. Working in collaboration with Nebraska, Kansas and Missouri, Iowa’s implementation of eScholar Interstate ID eXchange allows agencies to proactively search and identify students while at the same time also protecting privacy.”*

*- Jay Pennington,  
Bureau Chief at Iowa  
Department of  
Education.*

## Identifying False Dropouts

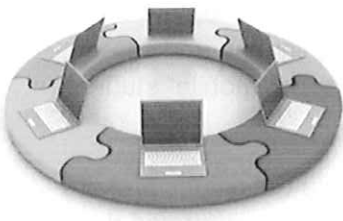
SEAs can leverage eScholar Interstate ID eXchange to more accurately report false drop outs. SEA Administrators have the ability to submit search requests on students that are missing or appear to have dropped out of school. eScholar Interstate ID eXchange facilitates the search for these students across participating states and returns potential matches to be reviewed and verified by the SEA Administrator.

Being able to locate students that have enrolled in schools in other states enables educators to more seamlessly support their educational growth.



Search	Search Name	Run Date	Search Status	Verify Status	Search Destinations	Potential Matches	Record Count	Actions
65	Mid-Year Check 2012	2012-Mar-20			IA	453	1000	
60	Potential Dropouts 2012	2012-Mar-20			IA	10913	25000	
58	Potential Dropouts 2011	2012-Mar-19			IA	1	2	
57	Potential Dropouts 2009	2012-Mar-19			IA	1	2	
55	Potential Dropouts 2008	2012-Mar-19			IA, KS	1	2	

First Prev 1 2 3 4 5 Next Last Total Records 23



## States Working Together

eScholar is engaged with state education departments in Kansas, Iowa, Missouri and Nebraska to identify "mobile" students across state lines. Working in conjunction with eScholar, each state participated in defining the requirements, system design, as well as developing a secure process to proactively search and identify students among these four contiguous states. eScholar Interstate ID

eXchange helps promote improved communication, accelerated exchange of information, while identifying students that would otherwise be deemed to have dropped out of school. To learn more about this project or the eScholar Interstate ID eXchange solution, visit us at [www.escholar.com](http://www.escholar.com), call (877)328-2969, or email [sales@escholar.com](mailto:sales@escholar.com).

### About eScholar

*eScholar is the nation's leading innovator in the application of billions of individual education data points to the needs and goals of each person. eScholar customers are realizing significant improvements in their ability to meet mandated reporting requirements but more importantly in their ability to improve pre-K through postsecondary achievement. Relied on by 14 state education agencies and over 4,800 districts across the country, eScholar products transform the way educators use data. For more information, visit [www.escholar.com](http://www.escholar.com), call (877) 328-2969 or email [sales@escholar.com](mailto:sales@escholar.com).*



tel 914.989.2900  
fax 914.989.2990

222 Bloomingdale Road  
White Plains, NY 10605

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Interstate v1.0 ps20120325



## **eScholar Interstate™ ID eXchange Goes Live to Keep Students' Education Going Across State Lines**

*eScholar and the Midwest Education Information Consortium (MEIC) collaborate to implement a secure solution to eliminate false drop outs and maintain student identity as they move between states*

May 1, 2013 – eScholar, the market leader in education data management solutions that support personalized learning, delivers Interstate™ ID eXchange to help MEIC participants support students as they continue their education in a different state. Over the past several years, eScholar has assisted numerous State Education Agencies (SEA) to clarify and resolve the challenges involved in maintaining student identity, protecting student privacy, and complying with state data use policies. Kansas, Missouri, and Nebraska led the effort within MEIC to work through complex policy and technology issues to identify a solution that addressed their concerns.

eScholar Interstate™ ID eXchange enables states to proactively identify, share, and verify data on students who have relocated outside of state lines to determine if those students are enrolled in other states. This capability prevents the system from falsely reporting the student as a drop out. Kansas and Iowa were the first of the group of states to conduct searches and find students who would have otherwise been counted as drop outs. As more states come on-board, eScholar will continue to deliver capabilities that help states to better serve the needs of relocating students.

The need for maintaining student records across state lines has been documented in the Data Quality Campaign publication "Breaking Down State Silo Series," which reported that student data generally stops at the state border, and it is vital that policymakers find solutions to accurately share appropriate data across state lines. The DQC report highlighted the following statistics that impact state student mobility data:

- In 2010 approximately 187,000 families with an estimated 80,000 school-age children moved to a different state. If states cannot document that these students transferred, they must be counted as "non-graduates," lowering the graduation rate.
- Each year, approximately 400,000 recent high school graduates enroll as first-time freshmen in out-of-state institutions. Even if students begin postsecondary education in the state where they attended high school, many students later transfer out of state.

Families and students move across state lines for various reasons, including postsecondary education, and it is essential that their data be linked accurately to help education agencies improve communication and quickly identify students for appropriate program placement.

"We expect that eScholar Interstate™ ID eXchange will be instrumental in helping our school districts to identify the students who have left our state and track their academic progress once they have relocated in another state," said Kathy Gosa, Director of Information Technology at Kansas State Department of Education. "This technology can facilitate faster and more accurate information exchange so that our schools can develop a more comprehensive picture of student success."

With eScholar Interstate™ ID eXchange in place, each state is able to continue to use their existing state



identifiers while establishing a cross reference to other state identifiers, resulting in access to the directory information used to maintain data in each state and provide a complete understanding of where a student has received education. The eScholar Interstate™ ID eXchange utilizes Common Education Data Standards (CEDS) to ensure seamless integration between states regardless of the technology each state uses. Student privacy is protected, and relevant student data is shared.

“We applaud Kansas, Iowa, and the other MEIC participants for their work in supporting our mobile student population,” said Shawn Bay, CEO and founder of eScholar. “We all recognize these students are valuable individuals that could have fallen between the cracks that previously existed between states.”

eScholar Interstate™ ID eXchange builds upon eScholar’s experience with the most widely deployed statewide student identifier system, [eScholar Uniq-ID®](#). eScholar Uniq-ID® delivers a comprehensive and proven system to collect student identification data, match, de- duplicate, and assign unique student identifiers. This includes identifying and managing identifiers throughout a student's academic career across schools, districts, and now states.

#### About eScholar

eScholar is the nation’s leading innovator in education data solutions that support personalized learning. eScholar's award-winning products simplify reporting requirements, data management, and transform the way educators use data to help Pre-K to postsecondary students achieve their own individual success. eScholar delivers data warehouse, student and staff identifier management, and collaborative goal planning solutions which enable 13 state education agencies and 5,000 districts to better serve the needs of over 20 million students across the nation. To learn more, join the conversation on Facebook and Twitter.

#### Contact:

Ann Tarasena  
Media Relations  
eScholar  
White Plains, NY  
914.989.2955  
[atarasena@escholar.com](mailto:atarasena@escholar.com)

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**Contact Information**

**Ann Tarasena**

eScholar

<http://www.eScholar.com>

9149892955

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