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CONTEXT:

To demonstrate my understanding of Technology Infrastructure and Data Systems, I have created two artifacts. The first artifact includes an overview of the data systems used in the district while the second is a visual and narrative of the district's RFP process. Although I had a general understanding of the information for both artifacts, I relied upon my colleagues in other departments to provide more detail to for a more complete picture of the data systems used in the district and the specific requirements and timelines for the RFP process.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcomes from the *Technology Infrastructure and Data Systems* class.

TID-06. Demonstrate a working knowledge of the interactions between student systems, HR systems and financial systems.

TID-11. Demonstrate a working knowledge of the RFP/bidding process for the local education agency.

REFLECTION:

Data Systems Artifact

The overview of the data systems describes what services Washington Unified uses for data management and storage, how these systems are accessed, and how the integrity of the data is maintained. The systems include student management (Aeries), library/textbook management (Follet/Destiny), human resources and fiscal management (Quintessential School Systems, or QSS), food services (Mealtime), transportation (SEON), emergency/parent notification (Blackboard Connect), and identity management system (Active Directory). In creating this artifact, I reached out to several of the departments to gain a greater understanding of the processes involved in each system, who is responsible, and how the data flows from one system to another.

The data systems overview artifact demonstrates my understanding of how the various data systems interact and integrate within the district. By being able to correctly identify the purpose of each system, how it is used, and which data is used across all systems, I can identify issues with current workflows and practices and develop processes to better maintain credible data. Having an insight into how departments enter and maintain data gives me a stronger understanding of how inaccuracies enter the system and how these inaccuracies impact other vital systems as well as funding formulas. This artifact combined with my next steps demonstrates I have a working knowledge of the data systems and how they can be better managed.

As I was creating this artifact and speaking with each department, I realized the departments do not communicate around the data being entered. Instead, they follow a process that they have always done and have no understanding of the importance of the accuracy and timeliness of data that they are entering. Although each department has their own system, there is no process for overarching communication about data across the departments. As LCAP and LCFF are entering their third year and the state begins looking at new accountability measures, there is an ever increasing importance on timely and accurate data especially as it relates to school funding.

Following the discussion in class around the data systems combined with my own conversations with district staff, I have a firm understanding of the data systems in the district. In the absence of a data specialist that goes beyond the Student Information System (SIS), the CTO is the only person who sees the larger picture of the data systems and how they interact to meet the various needs of the district. This responsibility is critical since many of the systems reside on the district network, or have some type of support from the technology department. Understanding the system of systems and identifying the unique demands of each system allows the CTO to better allocate staff to support the end user.

With this new understanding of the full scope of data systems and the absence of processes and communication in place, I pulled together a team from my department consisting of the Data Specialist (Aeries and CalPads only), Systems Engineers, and the Instructional Technology Coordinator. We brainstormed the different data systems in use and then mapped how the data flows between the systems. This one activity was shocking as they had not thought about this seemingly hidden system of systems. Mapping the flow of the data provided insight into why we see data irregularities in some systems. During this meeting we also began identifying barriers or challenges and since then, I have put forth steps to identify and remove legacy data. The next step will be to draft an executive summary to

Cabinet describing the status of the data system and suggest steps to implement for a more efficient and timely workflow as well as convening a district data team routinely examines district data.

RFP Process Artifact

The RFP Process artifact is an infographic showing the decision-making processes for a project from start to finish and includes a narrative to describe the steps in more detail. This process is used when making purchases or installing new infrastructure (i.e. bell systems, surveillance systems, etc.) with the projected total cost of the project being a determining factor that directs the next steps. The graphic and description demonstrate how Washington USD uses the RFP process to acquire new equipment and install new systems and deviates from what other districts do because we **participate in the California Uniform Public Construction Cost Accounting Act (CUPCCAA)**. The infographic uses consistent shapes and appropriate white space to guide the reader through the process. Color is used to identify the different phases of the RFP process beginning with the determination of the type of process to be used (green), the pre-bid steps (orange), the bid selection (red), final approvals (blue), and the final phase (yellow). The narrative of the RFP process goes into greater detail and describes the timelines, specific requirements, and details at each step in the RFP process for projects that meet the \$175,000 threshold set by CUPCCAA for formal bidding. For both of these documents, I used my notes from previous meeting with the Director of Facilities to create a first draft on my general knowledge and then sat down and reviewed each step in the process to make sure that my understanding was consistent with the correct process.

The combination of the graphic and the narrative demonstrates my working knowledge of the RFP process in Washington USD. In these two items, I clearly defined the process through the flowchart infographic and accurately articulated in detail the different steps of the process. I could provide this information due to the overview provided in class and conversations with my candidate colleagues and the Director of Facilities combined with my own experience in delivering projects that have engaged in these three processes.

In creating this artifact, I realized how much I had learned about the RFP process in the course of the year that I have been in the Director of Technology position. I felt comfortable in my ability to describe the process with confidence with only needing to check on a few of the formal bidding process details. I do not feel that I am an expert on the RFP process, but I do believe I have a firm understanding and know where I can go to ask questions. The overview provided in class made me realize just how much I have learned through the technology department projects over the last year. Understanding the RFP

process is essential for a CTO for the amount of high value procurement around infrastructure and equipment. There are legal and financial ramifications if the process is not followed. As the Director of Technology, I work with Facilities and Maintenance/Operations/Transportation on large construction projects and am responsible for infrastructure and technology components. Being able to articulate the RFP process in this artifact has given me confidence in my ability to manage projects.