U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100046

Closing Date: DEC 04, 2009

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e5
3. *SF 424B - Assurances Non-Construction Programs* e7
4. *Disclosure of Lobbying Activities* e9
5. *ED 80-0013 Certification* e10
6. *Dept of Education Supplemental Information for SF-424* e11

Narratives

1. *Project Narrative - (Project Narrative - Project Abstract...)* e12

   Project Abstract e13
2. *Project Narrative - (Project Narrative - Project Narrative...)* e14

   Project Narrative e15
3. *Project Narrative - (Project Narrative - Appendix A, Optional Attach.....)* e42

   Appendix A Optional Attachments e43
4. *Project Narrative - (Project Narrative - Appendix B Resumes of Key P.....)* e48

   Appendix B Resumes e49
5. *Project Narrative - (Project Narrative - Appendix C Current Status o.....)* e106

   Appendix C e107
6. *Project Narrative - (Project Narrative - Appendix D Letters of Support...)* e111

   Appendix D Letters of Support e112
7. *Budget Narrative - (Budget Narrative - Budget Justification...)* e123

   Budget Narrative e124
8. *Budget Narrative - (Budget Narrative - ED 524 Section C Spreadsheet...)* e136

   ED 524 e137

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 12/4/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Idaho State Board of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 826000952	* c. Organizational DUNS: 825201189	
d. Address:		
* Street1: Street2:	650 W. State Street	
* City: County:	Boise	
State: Province:	ID	
* Country:	USA	
* Zip / Postal Code:	83702	
e. Organizational Unit:		
Department Name:	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Middle Name:	* First Name:	Selena

* Last Name:	Grace		
Suffix:			
Title:	Director of Research		
Organizational Affiliation:			
Idaho State Board of Education			
* Telephone Number:	(208)332-1592	Fax Number:	(208)334-2632
* Email:	SELENA.GRACE@OSBE.IDAHO.GOV		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Institute of Education Sciences;(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA) CFDA 84.384A

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

The state of Idaho

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

Idaho Longitudinal Education Analysis Data System (Idaho-LEADS)

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: ID-ALL * b. Program/Project: ID-ALL

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 3/1/2010 * b. End Date: 3/1/2013

18. Estimated Funding ($):

a. Federal	**$ 20777090**
b. Applicant	**$ 0**
c. State	**$ 5202451**
d. Local	**$ 0**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 25979541**

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

[X] a. This application was made available to the State under the Executive Order 12372 Process for review on 11/5/2009.
[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.
[ ] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:		* First Name:	Selena
Middle Name:			
* Last Name:	Grace		
Suffix:			

Title:	Director of Research

* Telephone Number:	(208)332-1592	Fax Number:	(208)334-2632

* Email:	SELENA.GRACE@OSBE.IDAHO.GOV

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Idaho State Board of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 758,705	$ 768,975	$ 772,759	$ 0	$ 0	$ 2,300,439
2. Fringe Benefits	$ 236,915	$ 249,887	$ 251,751	$ 0	$ 0	$ 738,553
3. Travel	$ 246,366	$ 250,444	$ 243,100	$ 0	$ 0	$ 739,910
4. Equipment	$ 450,761	$ 80,340	$ 80,340	$ 0	$ 0	$ 611,441
5. Supplies	$ 86,000	$ 74,800	$ 74,800	$ 0	$ 0	$ 235,600
6. Contractual	$ 8,107,201	$ 2,291,791	$ 1,950,221	$ 0	$ 0	$ 12,349,213
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 2,969,904	$ 145,000	$ 55,000	$ 0	$ 0	$ 3,169,904
9. Total Direct Costs (lines 1-8)	$ 12,855,852	$ 3,861,237	$ 3,427,971	$ 0	$ 0	$ 20,145,060
10. Indirect Costs*	$ 213,918	$ 212,675	$ 205,437	$ 0	$ 0	$ 632,030
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 13,069,770	$ 4,073,912	$ 3,633,408	$ 0	$ 0	$ 20,777,090

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 14%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Idaho State Board of Education

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

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

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

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

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

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

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

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

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

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Selena Grace
Title: Director of Research
Date Submitted: 12/03/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract **[ ]** Grant **[ ]** Cooperative Agreement **[ ]** Loan **[ ]** Loan Guarantee **[ ]** Loan Insurance	**[ ]** Bid/Offer/Application **[ ]** Initial Award **[ ]** Post-Award	**[ ]** Initial Filing **[ ]** Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**
[X] Prime **[ ]** Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Selena Grace Title: Director of Research Applicant: Idaho State Board of Education Date: 12/03/2009

Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION	
Idaho State Board of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: First Name: Selena	Middle Name:
Last Name: Grace	Suffix:
Title: Director of Research	
Signature: _____	Date: 12/03/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Selena		Grace	

Address:

* Street1: 650 W. State Street

Street2:

* City: Boise

County:

* State: ID* Zip / Postal Code: 83702 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(208)332-1592	(208)333-2632

Email Address:

SELENA.GRACE@OSBE.IDAHO.GOV

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

Are ALL the research activities proposed designated to be exempt from the regulations?

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\Abstract.doc**

Abstract

Idaho plans to expand its current K-12 SLDS efforts by creating a data system that spans the P-20 and workforce pipeline through the establishment of the Idaho Longitudinal Education Analysis Data System (Idaho–LEADS). Idaho began streamlining its K-12 reporting requirements by evaluating the current data management infrastructure. This evaluation resulted in the creation of a unique student identifier and the consolidation of agency data collection and management through an enterprise portal and directory system. We are currently in the process of building a K-12 dimensional data warehouse and working diligently to provide stakeholders (i.e., students, parents, teachers, school and district leaders, state officials) with the ability to analyze, aggregate, and utilize relevant student-level information to identify trends and share best practices.

The State Board of Education (SBOE) is the SEA for Idaho's P-20 public education system. As the policy-making body for all public education in Idaho, the SBOE has the capacity to broadly impact the entire educational pipeline. The SBOE will coordinate efforts to meet the requirements and proposed outcomes for this grant. Idaho intends to participate in a pilot cross-state effort to establish a data exchange sharing K-12 and postsecondary education and workforce data. Other states to be included are Washington, Oregon, and Hawaii, and this coordination will be managed through the Western Interstate Commission for Higher Education (WICHE). Idaho has also collaborated with the state of Oregon on the development of a data utilization training program.

To implement Idaho–LEADS, our proposal includes nine outcomes aligned with the required seven capabilities and twelve elements. These outcomes will expand our current K-12 SLDS efforts, known as the Idaho Systems for Educational Excellence (ISEE), to include a P-20 and workforce data system:

1. Establish policies and governance structure to support P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
4. Align the Division of Professional-Technical Education's 10 System with State Department of Education's (SDE) application rewrite
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Develop pilot multi-state data exchange

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative** Pages: **27** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\Project Narrative.doc**

Project Narrative

A. Need For Project

Demographics and Organization of Idaho

Idaho is the nation's thirteenth largest state geographically, covering 83,557 square miles. However, Idaho is ranked 41st in the nation for population, with 1.3 million residents. Thirty-five of the forty-four counties are defined as rural (a county in which the largest town or city has fewer than 20,000 residents). Idaho is a state with two time zones, with limited highway infrastructure due to the ruggedness of the mountain ranges, and where 63% of the state is federal lands (the majority of those inaccessible). Nevertheless, in December 2007 the U.S. Census Bureau named Idaho as the fourth fastest growing state in the nation. Idaho is divided into six educational regions with more than 630 K-12 schools operating within those regions. Idaho has eight public postsecondary institutions and three private. Most of the postsecondary institutions are located in urban areas.

The Idaho Constitution provides that the general supervision of the state educational institutions and the public school system of the State of Idaho shall be vested in the State Board of Education (SBOE). The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and public charter schools governed by the SBOE, delivers public primary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. The SBOE is responsible for defining the limits of instruction in the educational institutions supported in whole or in part by the state, and for the prevention of wasteful duplication of effort in the educational institutions. This broad educational oversight by the SBOE provides an ideal structure to implement and oversee the proposed Idaho–LEADS, a P-20 and workforce data system.

Current Status and Capacity to Use Data

Idaho has one of the least developed statewide longitudinal data systems in the nation. According to the Data Quality Campaign 2009 Annual Survey of the Ten Essential Elements of a Longitudinal Data System, Idaho employs one of the ten essential elements. Idaho lacks the ability to use longitudinal data to support educational improvement efforts, resulting in the inability to answer key questions regarding the educational processes.

Idaho is a local control state, with each Local Education Agency (LEA) selecting and operating independent Student Information Systems (SIS); this paradigm creates a heterogeneous K-12 landscape with many districts maintaining critical records only in spreadsheets or homegrown databases. The State Department of Education (SDE) is in the early stages of developing a K-12 data warehouse (under existing IES grant 84.372A). The project team has determined that the first steps in that effort are to identify the crucial common data elements, build a traditional normalized data model for data collection, and develop processes for extracting the required data from the various district systems and loading it into that single normalized model. These steps are under way. This effort will be expanded to incorporate the limited amount of pre-kindergarten data available into this data collection model, creating a P-12 database. This

database will then form the foundation for the development of the dimensional P-12 data warehouse.

The postsecondary educational system is similar to the K-12 system in that there are four different Enterprise Resource Planning (ERP) systems being operated among the eight state supported institutions. The systems include various levels of student information, finance, and human resource components. Most of those institutions lack a data warehouse and the associated benefits of business intelligence capabilities. Of these institutions, Boise State University is the only institution that has a data warehouse component nearing completion. Idaho State University is implementing an enterprise data warehouse as part of its new ERP implementation.

Current Improvement Efforts

Our current efforts are funded through a combination of state and IES resources. Under the current IES grant, the SDE is developing a K-12 SLDS, the Idaho Systems for Educational Excellence (ISEE). In recognition that ISEE is the foundation for a P-20 and workforce data warehouse, our data system architecture is being developed to incorporate key features to support student-level and teacher data across agencies and time (see Appendix A, Figure 1). Funding the nine outcomes proposed in this grant will enable our proposed data system to meet the seven capabilities and the twelve elements.

Current state-funded projects include:

- Statewide portal that will support a centralized statewide K-12 data collection mechanism and streamline data submission and review by all LEAs
- Authentication and authorization scheme that will ensure state and federal privacy regulation compliance and support single sign-on
- Teacher certification application rewrite, rebuilding the application in .Net to comply with our SLDS architecture and integrating Educational IDs (EDUID) for teachers
- Enrollment and attendance application rewrite that will refine the granularity of data collection to the individual student level for incorporation into the K-12 data system

Current IES grant-funded projects focus on these six K-12 areas:

- Enhanced Unique ID application; to create a system to assign and manage a unique Educational ID (EDUID) to identify all individuals involved in the K-12 educational system (i.e., students, teachers, administrators, etc.). This system will also facilitate linkage of student and teacher data, as well as enabling the collection and analysis of teacher specific education data.
- K-12 Longitudinal Data Warehouse; consisting of two primary components: a normalized data storage model is being developed to store person level information and all associated data for each individual. The model includes: Persons, Providers, Programs, and Evidence. Second, a dimensional data warehouse is being developed to support a reporting engine and associated data analytics.
- K-12 LEA data collection at state level; collect person level data at regular intervals from LEAs via standardized data exchange formats. This data will be imported into the K-12 longitudinal data warehouse.

- Support for LEAs to purchase, contract for, or internally develop any ETL (Extract, Transform, Load) capabilities needed to prepare their data to be imported into the K-12 longitudinal data system. This will streamline the data submittal process for LEAs.
- Deployment of the K-12 reporting and analysis system based on the Longitudinal Data Warehouse to examine and analyze educational results and trends over time. This will include development of standardized reports to fulfill federal reporting obligations such as EDFacts, and to identify effective teachers, schools, and programs to share best practices.
- Transcript system; Streamline and automate the movement of transcript information from LEAs to postsecondary institutions.

Required Data System Capabilities & Elements

To expand our current SLDS efforts from a K-12 system to a P-20 and workforce system we have proposed nine outcomes in this grant request.

Proposed Outcomes:

1. Establish policies and governance structure to support P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
4. Align the Division of Professional-Technical Education's 10 System with SDE's application rewrite
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Develop pilot multi-state data exchange

Proposed outcomes are tied closely to the required seven capabilities and twelve elements outlined in section IV of the RFA, as well as the State Fiscal Stabilization Fund assurances. Increasing student achievement will require instructional and policy decisions based on evaluation of data gathered, enabling us to more effectively use limited educational resources. Idaho–LEADS will be designed to improve the quality of collaboration efforts among educational stakeholders by shifting from anecdotal discussion groups to fact-based decision-making processes. Idaho–LEADS will maximize opportunities for improvement by creating a chain of feedback loops at transitions along the educational pipeline (e.g. secondary to postsecondary, postsecondary to workforce). This will allow for analysis of educational outputs and provide the appropriate data to guide instruction and administrative policy changes.

Idaho's proposed outcomes will expand and blend a number of efforts currently underway to create the Idaho Longitudinal Education and Analysis Data System (Idaho–LEADS). The proposed project core is an integrated, statewide, dimensional P-20 and workforce data

warehouse coupled to a reporting and analysis system managed by the SEA. This warehouse will consolidate PK, K-12, postsecondary, and workforce data.

Alignment of Proposed Outcomes with the seven Data System Capabilities, the twelve Data System Elements, and the State Fiscal Stabilization Fund

Required Data System Capabilities	Corresponding Outcomes
1. Student progress and outcomes over time including preparation for postsecondary, workforce, and Armed Forces	2, 3, 5, 6, 8, 9
2. Exchange of data among agencies and institutions within and across states	1, 2, 3, 4, 5, 8, 9
3. Link student data with teachers	2, 3, 4, 5, 6, 8
4. Teacher certification and preparation information	2, 3, 5, 7
5. Support continuous improvement and decision making including timely information to parents, teachers, and school leaders on student achievement	2, 3, 5, 6, 7, 8, 9
6. Data quality and integrity	1, 2, 3, 4, 5, 7, 8
7. Meet Federal reporting requirements	1, 2, 3, 5

Required Data System Elements	Corresponding Outcomes
1. Unique Student ID, not personally identifiable	2, 3, 5, 7
2. Student-level enrollment, demographic, and program participation	2, 3, 5, 6, 7, 8, 9
3. Student-level information about points at which students exit, transfer, drop out, graduate P-16	2, 3, 5, 9
4. Capacity to communicate with higher education systems	2, 3, 4, 5
5. Data audit system, quality, validity, reliability	1
6. Yearly test records per ESEA	Funded by Existing Grant
7. Information on students not tested, by grade, by subject	Funded by Existing Grant
8. Teacher ID with ability to match teacher to student	Funded by Existing Grant
9. Student-level transcripts, courses completed and grades	Funded by Existing Grant
10. Student-level college readiness test scores	Funded by Existing Grant
11. Student information regarding transition from secondary to postsecondary and remedial coursework in college.	2, 3, 4, 5, 7, 8, 9
12. Other information necessary to address alignment and preparation for success in postsecondary education.	1, 2, 3, 4, 5, 6, 7, 8, 9

State Fiscal Stabilization Fund (SFSF) Assurances	Idaho–LEADS uses to address SFSF Assurances
Take actions to improve teacher effectiveness and	Proposed Learning Management System will support provisioning of results-oriented curriculum, formative

distribution	assessments, scope, sequence, and pacing guides to assist struggling teachers. Linkage of student results to teachers will support analysis of teacher effectiveness. Linkage of teachers to student assessments will assist in the analysis of teacher preparation programs. Linkage of teachers to student outcomes can be used to ensure equitable distribution of effective teachers and continuous improvement of instructional practices. Initiation of professional learning communities for teachers to share best practices.
Establish an SLDS	Idaho–LEADS will be a P-20 and workforce SLDS.
Enhance the quality of academic assessments	Idaho–LEADS will allow for multiple data points to examine correlation of current academic assessments to postsecondary attendance and postsecondary performance (including remedial course work), creating feedback loops and opportunity for continuous improvement, or adoption of other, more highly correlated assessments. Introduction of juried item bank formative assessments into classroom will allow for prediction of student success and modification of ESEA assessments to more accurately reflect student learning, or adjustment of curriculum for improved alignment with standards.
Comply with IDEA	Idaho–LEADS will allow the State to monitor progress of children with disabilities over time, create an "early warning system" utilizing formative assessments, and share formative information with parents and other stakeholders.
Take steps to improve academic standards	Proposed Learning Management System allows for the online management of academic standards and comparison of curriculum to assessment results to standards proficiency. It will also support correlation of curriculum, formative assessments, and academic standards for the continuous improvement of academic standards. Introduction of feedback loops between postsecondary and secondary institutions will support analysis of standards against success in postsecondary environment.
Support struggling schools	Idaho–LEADS will be used to identify schools in need or potentially in need for targeted assistance by trending formative as well as summative assessment data to measure and predict school performance. It also supports the sharing of best practices by identifying high-performing schools, capturing their instructional practices and communicating those practices to struggling schools. It also creates tools for parent involvement, a key component of turning around struggling schools.

B. Project Outcomes Related to System Requirements and Implementation

Our data system is designed to track student-level data within a single data structure and minimize redundant and inconsistent data. The creation of Idaho–LEADS will increase our ability to measure and monitor student achievement, increase stakeholder participation and collaboration, monitor key performance metrics, identify and disseminate best practices, and expand the K-12 system scope to P-20 and workforce to align educational outcomes to workforce needs. To complete our vision, we propose nine outcomes aligned with the required seven capabilities and twelve elements.

1. Establish policies and governance structure to support P-20 and workforce data system

We will form the Idaho–LEADS Advisory Group to be responsible for developing and recommending clear reporting rules and operational policies, and creating a statewide data dictionary.

Idaho has a unique governance structure that provides significant advantages toward supporting this P-20 and workforce data system. The SBOE is responsible for the general supervision of the state postsecondary educational institutions and the public school system. The SBOE is responsible for defining the limits of instruction in the educational institutions supported in whole or in part by the state, and for the prevention of wasteful duplication of effort in the educational institutions. In addition, the SBOE will coordinate our efforts with the Governor's Workforce Development Council. The Council was established to provide strategic direction and oversight of Idaho's workforce development system and is supported by the Idaho Department of Labor. The Council members represent business, workers, education, state and local government and community-based organizations. The primary role of the Council is to advise Idaho's governor and the SBOE on strategies designed to yield high-quality workforce investment services for Idaho's businesses, job seekers, and students.

Based on Idaho's unique governance structure and workforce partnerships, we will create the Idaho–LEADS Advisory Group. This group will consist of representatives from the SBOE, the Idaho Department of Labor, postsecondary institutions, the Division of Professional Technical Education, SDE and LEAs, as well as the education chairs of the Idaho House of Representatives and the Idaho Senate. Membership may be expanded or modified to include other stakeholders with database development, and/or research expertise. This group will be responsible for overseeing the development of the P-20 and workforce data warehouse and ensuring that it meets statewide longitudinal data needs, contains accurate, consistent data, and complies with the policies to be recommended by the group. The Idaho–LEADS Advisory Group will act as data stewards coordinating data governance with the local agency data stewards.

The two primary functions of the Idaho–LEADS Advisory Group are development and recommendation of sound data policy and technical aspects of data governance. The Idaho–LEADS Advisory Group will be responsible for the development and recommendation of privacy protection policies, data exchange agreements, confidentiality policies for access and uses, and data elements. Policies will take into account the need for interactions between participating data providers and consumers, both within and beyond the state, and will in turn govern those interactions. The Idaho–LEADS Advisory Group will also be responsible for

overseeing data element management, data security protocols, data collection, data exchange protocols, record matching, data quality assurance, and creation of a statewide data dictionary. To ensure data accuracy and timely reporting a complete set of validation rules as well as a robust data audit process will be implemented. An Idaho–LEADS Advisory Group information exchange portal will be developed to facilitate communication and product dissemination.

2. Integrate current statewide Education ID application into public postsecondary systems
We will modify the postsecondary Enterprise Resource Planning (ERP) to incorporate the Education Unique ID (EDUID) by 2012.

As part of our current grant (IES grant 84.372A), we have created an EDUID application to assign unique identifiers to people within the educational system to follow students over time, to link teachers and students, and monitor the transition of student into teachers. The EDUID is associated with an individual and remains the same regardless of the role they play (student, teacher, administrator). The EDUID will be used by all Idaho educational agencies to allow for longitudinal analysis (see Appendix A, Figure 2).

The eight public postsecondary institutions will evaluate their current ERPs and make necessary modifications to incorporate the EDUID data element. The coexistence of both the EDUID and SSN in the postsecondary institutions' ERPs will allow for the linkage of information across the secondary, postsecondary and workforce systems. The public postsecondary institutions will work collaboratively with the SDE IT group and external consultants as needed to ensure seamless integration of the EDUID and to fulfill this outcome. Representatives from the postsecondary institutions will receive training on the process of obtaining and assigning the EDUID as a part of this integration.

3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse, and an associated reporting and analysis system based on that warehouse
The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a "meta-warehouse," combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the proposed data warehouses that will be built at each of the eight state-supported postsecondary institutions as described below, along with data from the Idaho Department of Labor (see Appendix A, Figure 3). This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based. The creation of this comprehensive dimensional data warehouse will provide the most powerful and flexible mechanism possible for reporting, analysis, and longitudinal tracking.

The proposed P-20 and workforce data warehouse will include detailed "transcript-level" information at the individual student level across the entire educational spectrum to include such information as individual students' course enrollments, grades, instructors, terms enrolled, majors and minors, etc. This will allow us to fulfill the requirements for postsecondary data elements specified in the RFA. We will be able to track how long students wait after high school before enrolling in postsecondary education, which students enroll in remedial coursework at the postsecondary level, and how their postsecondary performance correlates with their K-12

history. Additionally, we will be able to analyze which students are most likely to pursue postsecondary studies in STEM disciplines based on a wide variety of factors in their K-12 educational background, and use this information to devise strategies to improve STEM participation. Likewise, by including wage and industry-level data from the Department of Labor, we will be able to analyze how a students' level of educational attainment correlates with their employment. Strategies will be developed and implemented to provide de-identified but still detailed data and reports for appropriate research, evaluation, and policy-making purposes.

The first step toward the construction of this P-20 and workforce data warehouse is the development of the K-12 warehouse under the existing IES grant, which is still in the initial phase, consisting of the construction of a normalized data collection model. The design of the dimensional model has not yet begun, resulting in the ability to take into account any additional requirements arising from the need to incorporate data from that K-12 model into the P-20 and workforce data warehouse.

The next step will be the construction of individual dimensional data warehouses for each postsecondary institution. This approach will allow much of the work required to develop, maintain, and modify the detailed ETL logic to be distributed among the eight postsecondary institutions and SDE, rather than placing the entire burden on a single central team. The heterogeneity of the postsecondary institutions' ERPs, and their varying degrees of progress toward development of institutional data warehouses, necessitates that each institution be empowered with the flexibility to determine its own method of approach, subject to the requirement that each must have the capability to provide the data needed to populate the P-20 and workforce data warehouse.

A benefit of this architecture is that it will enhance local reporting and analysis capabilities at each postsecondary institution in addition to the statewide reporting and analysis that will be done from the central P-20 and workforce data warehouse. The proposed structure will enable institutions to track additional institution-specific data while also fulfilling their commitment to the statewide system. This distributed model will make it easier to accomplish sustained, post-grant funding for the initiative, since each postsecondary institution will be expected to provide the staffing needed to support its own data warehouse and will have the incentive to do so.

The Idaho–LEADS Advisory Group, as proposed in Outcome 1, will be the advisory group responsible for ensuring that the K-12 warehouse, the postsecondary warehouses, and the P-20 and workforce data warehouse are all based upon clearly and consistently defined common data elements. Additionally, the project management team will coordinate detailed planning sessions to ensure that those data elements identified by the Idaho–LEADS Advisory Group are reflected accurately and consistently within each of the respective data warehouses.

One important decision in implementing the P-20 and workforce data warehouse will be the selection of the physical architectures in which the dimensional model will be implemented. A dimensional model can be implemented as either a collection of fact and dimension tables in a relational database management system (such as Oracle or Microsoft SQL Server), or as a collection of multidimensional cubes in a system such as Oracle/Hyperion Essbase or Microsoft Analysis Services. Each approach has its own strengths and limitations, and it is very likely that

we will choose an implementation approach that includes *both* architectures, allowing us to use each one for the types of analysis and reporting it best supports. Likewise, the choice of reporting and analysis tools will depend on the architectural platforms chosen, but we expect to implement several different types of tools in order to support a wide range of needs.

The reporting and analysis tools chosen for the P-20 and workforce data warehouse will be used to develop an extensive library of standardized reports, including key performance indicators (KPIs), that will be used for statewide analysis across the entire educational and workforce spectrum. These reports will be used to analyze student preparation, remediation, retention, attainment, and employment, and to inform efforts at educational improvement and reform. Guidance concerning the exact types of reports needed and their relative priority will be provided by the Idaho–LEADS Advisory Group. The reports will be made available through a secure website to authorized stakeholders. Access to interactive features within the reporting tools will allow more in-depth exploration and analysis of the data. Researcher access will be controlled by the Idaho–LEADS Advisory Group through allowance of time-bound access to de-identified data sets in compliance with FERPA.

4. Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

SDE is in the process of rewriting their teacher certification application incorporating EDUID for teachers. This requires moving the current application from Microsoft FoxPro to .Net creating compatibility with the ISEE SLDS architecture.

PTE accesses data from SDE for its 10 system. The 10 system was created as a desktop client-server application over a decade ago. Over the years new features and functionalities have been added into the system per new data collection requirements, including features that enable users to access the system using the Internet. The email generation feature does not work consistently and is not a reliable means of communication with the districts and schools therefore notification letters are written manually and sent to the districts/schools. Modifications have led to data integrity issues, manual intervention to exchange data between the different databases, and most importantly problems with data security and stability. The current system has several applications tied together using data exchange processes, leading to data inconsistencies and incorrect report generation from the two systems. To overcome these issues, program managers manually run the data exchange application at regular intervals to synchronize the data between the different databases. Data resides in FoxPro databases that are accessed by the FoxPro application and SQL server databases that are accessed by web application. The desktop application developed in FoxPro is reaching end-of-life support by Microsoft.

We will develop a new robust system using the latest technologies that are secure, stable, easy to maintain and scalable. In addition, this would also address the issues that the users are facing in terms of work efficiency as listed above.

We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be

automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, e-mail notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

A centralized database (SQLServer) would store data entered by the program managers and the users outside the network. The access to the application would be only through a web interface (Internet and Intranet). Users would have role-based access to the different functionalities within the system and the application would be easily scalable as more users need access to the system. The synchronization process to update the district and school data would be automated and could be set on defined intervals. This will ensure that the database would have up-to-date information from the ISEE system and the manual database synchronization process would no longer be needed, and ensure the alignment with the P-20 and workforce data system.

5. Deploy web services to facilitate the exchange of data across agencies and states

We will deploy web services to facilitate the secure and efficient exchange of data across agencies, and states within a services-oriented architecture (SOA) using XML and other protocols.

The Idaho–LEADS data system will contain and exchange highly sensitive information between agencies, each with independent data systems. By utilizing web services there will be minimal impact to legacy systems, which will increase the number of data sources for Idaho–LEADS, increasing the types of student information, and thereby increasing its potential impact in the evaluation of educational policy and practices.

The deployment of web services will be coordinated with the data governance work of the Idaho–LEADS Advisory Group (Outcome 1) to implement policies and procedures guiding coordinated service development efforts. The Idaho–LEADS architecture and development team will define standard business processes and create application development guidelines (such as service descriptions and APIs) to ensure the efficient integration of web services into the application development process and sharing of information across agencies and states.

Web services will facilitate the management of authentication and authorization of researcher access to Idaho–LEADS. This will allow Idaho greater flexibility with more control in the provisioning of Idaho–LEADS information to research organizations, increasing the available information to make education policy adjustments. This access will be guided by Idaho–LEADS Advisory Group policy and initiated by a research request from an organization. There will be strict data use policies and required security contracts. Researchers will only have access to de-identified information, and their access will terminate by the date specified in the security contract.

6. Establish a K-12 Learning Management System to support formative assessments and curriculum management

We will implement a K-12 Learning Management System (LMS) that will facilitate the delivery of existing test data (i.e., Direct Math Assessment, Direct Writing Assessment, Idaho Standards Achievement Test) to teachers in the classroom to evaluate student-level strengths and

weaknesses to facilitate targeted instruction, assess teacher effectiveness, evaluate curriculum quality, and compare LEA achievement results. The K-12 LMS will create, track, and manage instructional plans; capture student progress on formative assessments; report summative assessment data; and provide detailed achievement metrics to teachers, students, parents and administrators.

Formative assessments will assist in the evaluation of teaching practices and teacher preparation programs for continuous improvement to increase student achievement. An LMS is a specialized data system that will enable district and school staff to identify student needs and determine appropriate interventions and/or programs; allow for rapid analysis and grouping of students by subject proficiency; store state standards and a set of curriculum based upon those standards. The K-12 LMS will also provide a mechanism that supports Professional Learning Communities where Idaho teachers can share best practices. We anticipate these best practices will be particularly useful for emerging teachers and schools struggling to meet AYP and other performance measures. The K-12 LMS will act as a digital library that maintains lesson plans and online resources for a given subject matter that can be accessed by instructors. The combination of digital instructional materials and Professional Learning Communities supports the sharing and continual improvement of instructional materials and practices.

The K-12 LMS will streamline the creation of assessments (formative, benchmarks and end-of-course), providing a process that includes: test and subject matter creation; test printing, and electronic grading supporting analysis of content proficiency and trends analysis to guide instructional practices.

Some of the key features anticipated in the K-12 LMS are:

- Graphical class roster display which includes student proficiency
- Differentiated instruction groups
- Individual student test history and profiles
- Teacher generated materials banks

The K-12 LMS will be integrated with ISEE, the K-12 data warehouse. ISEE will contain all student assessment data including those produced through the K-12 LMS and those delivered and scored by outside assessment vendors. The integration of these two systems will promote delivery of all assessment information to the classroom for teacher use. This system will also support efficient transfer of information regarding migrating students, providing longitudinal data to the new school during enrollment changes.

7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)

We will create a statewide K-12 data utilization training program employing regional data coaches to train LEA personnel on data utilization for instructional and administrative practices.

The SDE will create a comprehensive training program for K-12 educators in the effective use of data to modify instructional practices. Educators need to be better prepared to use classroom formative assessments, summative assessments, proficiency trends, and student grouping. These tools can be used to correlate student progress to curriculum and instruction for the purpose of

individualizing instruction and the modification of curriculum based upon student achievement results. Under this grant proposal we will develop pre-service curriculum as well as in-service curriculum in the use of student assessment data to guide instructional practices.

Idaho plans to collaborate with Oregon, incorporating the training materials and expertise developed by them under their 2009 IES grant, CFDA 84.372A. Oregon has developed an extensive battery of on-line and workshop-centered training materials covering topics such as: creating a data culture, using data to improve learning in schools and districts, and using data to improve learning in the classroom. Idaho plans to modify these training materials to align with ISEE and deploy these materials to Idaho educators via workshops and on-line training, in both pre-service and in-service teacher programs.

An initial phase of the training program will be the creation of a communications plan to introduce the Learning Management System (LMS) and its utility to Idaho stakeholders. This phase will be quickly followed by the key training program components, on-line instruction and workshops, aligned to teacher and administrator stakeholder needs and instituted utilizing regional data coaches. Training will provide stakeholders with the knowledge and skills for using data to measure and analyze student progress and make data-driven instructional decisions which reflect the educational needs of individuals. It will provide administrators the ability to use data-driven information to identify successful programs, evaluate policy alternatives, and determine priorities for allocation of resources.

We will identify the most efficient ways to train each group of stakeholders and develop methods that maximize data use within that stakeholder's role. We will participate in local, regional and state stakeholder meetings (e.g., the Idaho Association of Principals, Title I conferences). We will invite neighboring states to participate in these meetings to share their successes using longitudinal and formative assessment data as a methodology to increase student achievement. This interaction will initiate peer-to-peer networks and establish a forum for sharing best practices across classrooms, schools, LEAs, and states.

The training curriculum will be designed for use during educator meetings (e.g. staff meetings), as well as for self-paced, web-based training. A series of workshops will be established to develop skills in data use for instructional modification and curriculum adjustments. The curriculum will include a number of instructional strands, culminating in the certification of local educators in data utilization.

The training program will be closely tied to the introduction of formative assessments delivered through the LMS. Educators need the ability to deliver and utilize formative assessments to adjust instruction and curriculum during the course work and prior to state tests. These formative assessments can be used to measure instructional outcomes and allocate resources (e.g. interventions) thereby increasing student learning. They can also be incorporated in the evaluation of teacher preparation programs.

Data-driven decision making and the use of data will become a part of the teacher evaluation process, integrated into the pre-service teacher certification process, included in student teacher internships, and introduced as part of the state's teacher certification process.

Organizationally, the training program will consist of six positions: one centralized Director of Data-Driven Instruction and five Regional Data Coaches. This training team will create a data use certification program and provide training workshops and on-line resources to certify educators as data coaches. These certified data coaches will train school data teams and coordinate training and professional development activities to other stakeholder groups. We will use a train-the-trainer model managed by the Director of Data-Driven Instruction who will coordinate delivery of training through the efforts of the regional data coaches (see Appendix A, Figure 4).

The training program will be evaluated by collecting quantitative and qualitative participant information using feedback sources such as Web Trends, paper-based surveys, on-line surveys, and/or interviews. This information will be used to modify the training program and ensure its alignment with stakeholder needs and continual improvement.

8. Create web widgets and tools to provide targeted, appropriate information to stakeholders

We will establish processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating web tools matched to their common web behaviors (see Appendix A, Figure 5).

Data availability does not equal accessibility. We plan to increase stakeholder participation and involvement in the educational system through the creation of specific sets of data for each of our stakeholder groups and then development of web widgets and tools to deliver more personalized information to each stakeholder group. This process will start by defining our stakeholders and determining where they acquire their information, what information they find useful and/or what information will they act upon, where they want it delivered and the most useful format. As an example, those who use iGoogle as their home page may want a gadget to customize their iGoogle page. Some may want to subscribe to updates (similar to the way they currently subscribe to local stock prices or sports scores) text messaged to their cell phone. Teachers may want a WebPart to be one of their favorite online teaching tools to integrate into the district portal. Parents may want to know school performance by school boundaries so they can select a home in an area with high performing school and have the information reside on their Yahoo account.

We will survey stakeholder groups for their informational needs and commonly used methods to access and acquire information. We will identify appropriate technology to deliver relevant educational information to each stakeholder group for incorporation into their preferred information source (e.g., iGoogle, Facebook, cell phone alerts, etc.); then establish message managers, who select pertinent information for the group they manage, and determine delivery schedules and content.

Once the stakeholder audience is defined and a general understanding of the content desired by the stakeholders has been established, the implementation of this new mechanism for providing targeted, appropriate information to stakeholders includes three steps: 1) defining content channels (e.g., Local School District, 4th Grade, local Elementary) to which stakeholders can

subscribe; 2) defining end points (e.g., iGoogle Gadget, MyYahoo, iPhone App, RSS Feed, Facebook Plugin, eMail etc.) to which content will be distributed; and 3) allowing stakeholders to select the combination of content channels and end points that suit their preferences.

9. Develop a pilot multi-state data exchange

We will participate in a pilot effort to establish a multi-state data exchange that encompasses K-12 and postsecondary education and workforce data.

To lay the foundation for this project, data system leaders from four states (Idaho, Oregon, Washington, and Hawaii) attended a planning meeting in June 2009 convened by the Western Interstate Commission for Higher Education (WICHE). Discussions focused on how such a multi-state data exchange might be designed, organized, governed, and implemented. The data exchange will focus on providing the resources to comprehensively answer two principal policy questions with evidence drawn from all participating states' data: 1) How are former high school students from participating states performing in postsecondary education and/or the workforce in participating states?; and 2) How are former postsecondary students from participating states performing in the workforce in participating states? The answers could be disaggregated in many ways to examine trends in performance associated with key characteristics such as timeframe; school/institution of attendance; disciplinary field or type of high school curriculum; industry of employment; key demographics such as race/ethnicity, gender, etc.; region within state; level of college readiness; and different conditions of departure from education (e.g., graduated/not graduated, number of postsecondary credits earned at departure, etc.).

The goals for this pilot effort are to create a structure through which states can exchange individual-level data for enhanced analysis while preserving privacy; to identify and standardize a set of core data elements required for effective record matching across states and policy research and analysis; to establish a lasting structure for the governance of such an exchange, which is completely reliant on the voluntary participation of states; and to create a set of regular reports using data from the exchange, and to develop the processes and procedures for FERPA compliant access to data for additional analyses.

To accomplish these goals, our project will engage WICHE, a trusted third party, to lead the development of the data exchange. WICHE will provide services including organization and facilitation of planning activities to include the development of necessary memoranda of understanding; identification and standardization of the initial set of core data elements to enable matching of records across sectors and states; selection and management of a qualified vendor to perform the technical aspects of record linking; facilitation of regular meetings of the data exchange's governing body; design and initial preparation of reports as regular products of the data exchange; and facilitation of meetings to standardize and incorporate additional data elements of particular interest to the participating states.

Particular attention must be paid to the governance of the exchange, given the voluntary nature of the exchange and the potential for built-in challenges to participation, such as comparisons among state performance that will inevitably be made. Initially, the exchange will turn to each state's governor to appoint members representing each sector (K-12, postsecondary, workforce) to a governance body. The governance structure will rely on an executive committee drawn

from each state's delegation and a technical advisory committee, whose members will be selected among nominations made by the governance body. Issues for the governance structure to address include selection of the vendor for technically linking records; assuring compliance with relevant privacy protections; identifying the specific data elements to comprise the data exchange; creating regular reports using data in the exchange; and developing a process for outside researchers gaining access to the data.

C. Timeline for Project Outcomes

These tables show the proposed outcome, their major activities and the expected quarters within which those activities will occur. These activities lead to the outcomes in the grant narrative.

1. Establish policies and governance structure to support P-20 and workforce data system

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Select representatives for Idaho–LEADS Advisory Group	X											
Convene initial Idaho–LEADS Advisory Group meeting		X	X									
Document member roles, responsibilities, establish meeting schedules and communication methodologies		X	X									
Examine other states' interoperability models			X	X								
Develop data elements to be included in P-20 and workforce data warehouse, data dictionary, policy manuals, protocol standards (in collaboration with development team)			X	X	X	X						
Define and implement data quality audit process			X	X	X	X	X	X	X	X	X	X
Provide quarterly Idaho–LEADS Advisory Group SLDS progress reports					X	X	X	X	X	X	X	X

2. Integrate current statewide Education ID application into the public postsecondary systems

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Collaboration between postsecondary institutions and SDE for integration of EDUID into postsecondary ERPs	X	X										
Evaluate and modify current ERPs to incorporate EDUID		X	X	X								

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
SDE and postsecondary institutions prepare process documentation and training materials for users			X	X								
SDE schedule and deliver training sessions				X	X	X						
Evaluate efficacy of processes and procedures as needed							X	X	X	X	X	X

3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Issue RFP's, review proposals, award contracts for individual postsecondary data warehouses and reporting/analysis systems	X	X										
Issue RFP, review proposals, award contract for development of P-20 and workforce data warehouse and reporting/analysis system	X	X										
Design and implementation of individual postsecondary data warehouses			X	X	X	X	X	X	X	X		
Logical design of P-20 and workforce data warehouse (i.e., defining facts and dimensions)			X	X								
Review/adjustment/enhancement of individual secondary and postsecondary warehouse designs to ensure support for P-20 and workforce data warehouse logical design				X								
Construction and testing of P-20 and workforce data warehouse relational layer and ETL processes						X	X	X	X			

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Construction and testing of P-20 and workforce data warehouse multidimensional layer (intertwined with relational layer development)							X	X	X	X		
Development of end user data dictionary and training/help documentation for P-20 and workforce data warehouse									X	X		
Construction of reports (using both relational and multidimensional layers) in P-20 and workforce data warehouse									X	X	X	
Design and implementation of security									X	X	X	
Training and go-live									X	X	X	X

4. Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Analyze and define business requirements for PTE			X									
Design system based on requirements and architecture of SDE's current system				X	X							
Build the various system applications and reporting tools					X	X	X					
Define test scripts, perform quality assurance, and testing on applications and reports								X				
Obtain end-user acceptance								X				
Load applications to PTE's servers									X			
Migrate data from existing databases									X			
Write application documentation										X		
Train end-users										X	X	

5. Deploy web services to facilitate the exchange of data across agencies and states

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business analysis	X											
Create Business Requirements Documents		X										
Develop architecture models			X	X								
Define use cases and test scenario framework and standards					X							
Purchase server and software applications to support architecture				X								
Define data elements and models					X	X						
Build application and user interfaces standards							X	X				
Create system testing standards									X			
Establish development requirements										X		
Final user acceptance testing standards											X	

6. Establish a K-12 Learning Management System to support formative assessments and curriculum management

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Requirements gathering and documentation (procurement)	X											
Procurement process (procurement)	X	X										
Determine configuration		X	X									
Define data elements and format		X										
Verify data is normalized			X									
Software installation				X								
Load standards				X								
Curriculum discovery and loading				X								
Configure site preferences and permissions					X							
Load test data					X							
Load students and bell schedules						X						
Perform quality analysis							X					

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Deploy to pilot districts							X	X				
Deploy system statewide									X	X	X	X

7. Create a statewide K-12 data utilization training program

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Discovery process of other states' best practices	X	X										
Document organizational structure, job descriptions, budgets, policies and processes		X	X									
Preparation and completion of hiring process. i.e. interview guides, selection grids, etc.			X	X								
Create communications and training plan				X								
Develop certification criteria and establish certification program					X							
Develop workshop training materials & online training tools					X	X						
Deploy training workshops and online courses							X	X	X	X	X	X
Survey participants to continuous improvement of courseware							X	X	X	X	X	X

8. Create web widgets and tools to provide targeted appropriate information to stakeholders

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Procurement process	X											
Conduct stakeholder surveys and focus groups. Identify requirements	X	X										
Identify content providers			X									
Develop methodology for push (widgets, RSS, etc.)				X	X	X	X					

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Build applications					X	X	X	X	X	X		
Security testing						X	X	X	X	X		
Conduct user acceptance testing							X	X	X	X	X	
Train end users								X	X	X	X	X
Deploy/pilot								X	X	X	X	X

9. Develop pilot multi-state collaboration

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organize and facilitate planning activities (develop memoranda of understanding)	X	X	X	X	X	X	X	X				
Identify and standardize the initial set of core data elements to enable matching of records across sectors and states	X	X	X	X	X	X	X	X				
Select qualified vendor to perform technical aspects or record linking	X	X	X	X	X	X	X	X				
Facilitate regular meetings of the data exchange's governing body	X	X	X	X		X		X		X		X
Design and prepare reports as regular products of the data exchange					X	X	X	X	X	X	X	X
Facilitate meetings to standardize and incorporate additional data elements									X	X	X	X

D. Project Management and Governance Plan

Project Management

Management for the proposed nine outcomes of this grant will be the responsibility of the SEA. The nine outcomes will be divided into projects. The SBOE Project Manager will work with stakeholders to develop a plan to identify tasks and assign responsibilities. We will use a Project Management Institute (PMI) framework for project management based on the Project Management Body of Knowledge (PMBOK). The standard PMBOK process includes Scope Management, Time Management, Cost Management, Quality Management, and Communication Management. The processes involved in the framework will be audited on a quarterly basis to ensure consistency and adherence to the intended project outcome.

Each project will be managed electronically using an MSProject Server. Projects will be divided into four stages: Initiation, Planning, Execution, and Closing. Baseline variances against task averages will be used to measure task lifecycle durations and compared across the task portfolio to ensure all tasks will be completed on time and within budget.

During the planning phase, several management plans will be instituted to ensure project oversight and compliance. A risk management plan will identify potential risks and mitigation strategies. A communications plan will document what artifacts will be developed and the processes for keeping stakeholders informed of task progress. Additionally, this plan will be used to document input from teachers and other educational stakeholders. A change management plan will document how unforeseen events that affect the task schedules will be handled. Regular status meetings among stakeholders will be scheduled. These meetings will include the appropriate staff from relevant agencies to review task timelines (actual versus planned), task risks, expenditures (time and financial), and open issues needing resolution. Notes from these meetings as well as any other key documents will be posted electronically.

At the completion of the implementation of Idaho–LEADS, a final report will be generated to evaluate lessons learned.

Governance Structure

Legal authority for educational rules and policies exists within the SBOE, which will be responsible for drafting Memorandums of Understanding (MOUs) that establish interagency partnerships. MOUs will allow for shared responsibility for the creation and management of Idaho–LEADS. The organizational units with responsibility for Idaho–LEADS creation and implementation include the SBOE, SDE, and Idaho Department of Labor. Implementation activities will be coordinated and funded through this grant as part of Outcome 1. The SBOE will be responsible for the subsequent operation of the statewide data system.

As stated in Outcome 9, Idaho will be participating in a pilot multi-state data exchange. Particular attention will be paid to the governance of the exchange, given the voluntary nature and the potential for built-in challenges to participation. Initially, each state's governor will appoint members representing each sector (K-12, postsecondary, workforce) to a governance body. The governance structure will rely on an executive committee drawn from each state's

delegation and a technical advisory committee whose members will be selected among nominations made by the governance body.

E. Staffing

Staffing under this grant will be a coordinated team of professionals from multiple agencies utilizing a formal project management process as identified in the Project Management and Governance Plan above. Each functional group will be responsible for staffing projects specific to their group. For example, each postsecondary institution will manage projects and staff the data warehouse and reporting engine for their own institution.

The project team includes SDE's current ISEE deployment team. This will ensure coordination of efforts in the expansion of the planned K-12 SLDS efforts into a seamless P-20 and workforce data system.

Idaho State Board of Education

Project Management

SBOE Project Director Selena Grace, Director of Research, will be responsible for the oversight of the alignment SBOE initiatives, and her estimated project effort is 15% per year. She has extensive knowledge about Idaho policies, rules and laws pertaining to higher education and has a good understanding of their existing student information systems. She will ensure all activities of this project integrate into statewide efforts. She is working on her Ph.D. in Adult, Organizational Learning & Leadership. She has ten years of higher education experience, with a combined three years of experience in program management.

SBOE Project Manager (One new position) Responsible for day-to-day monitoring of Idaho–LEADS progress. His/her estimated project effort will be 100% per year. This person will manage and coordinate resources to analyze, design, configure, and implement the technical and security requirements for Idaho–LEADS. He/she will oversee technical and administrative services for management and planning of technical production activities to meet the needs of the SBOE for: data systems, network services, and security environments.

P-20 and workforce data warehouse

The exact nature of the design and development work that will be needed for this project is likely to depend in part on the experience of the selected vendor and on the architectural components and programmatic approaches that the vendor has already developed and used in prior projects. Some of the contractual work needed to implement the system may be done by employees of the selected vendor, while other work may be done by third party contractors working with both the SBOE and the vendor. The following positions will be needed, whether supplied by the vendor or hired independently by the SBOE. Some positions may require more than one person, and conversely, some personnel may perform the duties of more than one of the listed positions.

Data Warehouse Architect, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for designing the overall architecture of the warehouse. This will include responsibility for the logical and physical design of the fact and dimension tables, any staging tables needed for importing data from the various source systems,

the multidimensional (OLAP) dimensions and cubes, and any metadata tables, views and procedures needed to support ETL logic, relational reporting, and troubleshooting.

Data Warehouse Developer/Analyst, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for implementing the architectural design of the data warehouse (for example, creating and altering tables, views, dimensions and cubes) and for developing the ETL code needed to populate the data warehouse.

Reporting/Analysis Developer and Trainer, (Contract position for development of P-20 and workforce data warehouse) This position will develop an initial library of "canned" reports using the P-20 AND WORKFORCE data warehouse and reporting/analysis system that will address the most important reporting and analysis needs. They will also train staff from the SBOE, SDE, LEAs, postsecondary institutions and other agencies in the development and use of such reports.

Database Administrator, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for installing, maintaining, backing up and tuning the relational and OLAP databases that comprise the P-20 AND WORKFORCE warehouse, and for database-level security.

Functional Data Expert and Liaison, (Contract position for development of P-20 and workforce data warehouse) This position will have experience and expertise with the specific types of educational and workforce data to be tracked in the P-20 AND WORKFORCE warehouse, and will work with both the technical positions described above and with data experts SBOE, SDE, postsecondary institutions and Department of Labor to ensure that the data in the warehouse accurately reflects the data definitions adopted by the Idaho–LEADS Advisory Group and the business practices of the various agencies and institutions.

Technical Report Writer, (Contract position for development of P-20 and workforce data warehouse), This position will manage documentation of this project from initial planning through writing and editing, reviewing and revising, and creating graphics through final publication. The writer will have a working knowledge of educational data and federal and state education policy, rules and regulations to ensure document conformity with grant requirements.

Postsecondary Institutions

Each postsecondary institution will implement a data warehouse and reporting system that will be used as the source for that institution's data in the P-20 and workforce data warehouse. The amount and nature of the staffing required at each institution to carry out this implementation will depend on the specific approach the institution chooses for implementation, the type and extent of the resources provided by the vendor (if one is used), and the skills and experience available at the institution.

Postsecondary Project Manager/Data Expert (Eight positions, see attached resumes) This person will work with the vendor and the institution's technical team to ensure that the data in the data warehouse accurately reflects the institution's business practices and the structure of its ERP, and identifying and providing specifications for any modifications or enhancements that are needed. It will also include working with the P-20 and workforce data warehouse development team to

ensure that the data from the institution's data warehouse are accurately reflected in the P-20 and workforce data warehouse.

Postsecondary Data Warehouse Developer/Analyst (Eight positions, see attached resumes) The exact duties of this position will again depend on the approach taken, vendor resources provided, and skills available at the institutions. This person will learn the technical architecture of the vendor's system and the techniques used to modify and enhance that system; work closely with the data expert to understand and translate into technical language any changes to the system needed to reflect the institution's data accurately; work with the Data Expert and the vendor to ensure that the needed modifications and enhancements to the system are successfully implemented and tested; work with the Data Expert and the P-20 and workforce data warehouse development team to ensure that institution's data warehouse are accurately reflected in the P-20 and workforce data warehouse and that any technical questions are answered.

Idaho State Department of Education

Project Director Troy Wheeler, SDE Chief Information Officer, will be the project director and his estimated project effort is 30% per year. Troy will direct the technical aspects of the project including the integration of the systems into the enterprise data architecture. Troy will assure that all activities of this project integrate into statewide efforts. He has more than 20 years of experience in information technology, project management, and business management. His experience includes work with educational systems.

Project Manager Joyce Popp, SDE IT Project Manager and IT Network Manager, will be the project manager responsible for day-to-day monitoring of project progress and her estimated project effort is 40% per year. Joyce will manage and coordinate resources to analyze, design, configure, and implement the data system technical and security requirements for this project. She oversees technical and administrative services for management and planning of technical production activities to meet the needs of the SDE for: data systems, network services, helpdesk, workstations and security environments. Her work experience includes the role of CIO for a large information technology group supporting an international manufacturer of computer systems. She has more than 30 years as an IT professional with extensive technical and project management experience.

Federal Data Manager John Romero, SDE EDFacts Coordinator, will insure alignment with EDFacts/Consolidated State Performance Reporting (CSPR) and Non-Fiscal State Reporting requirements and his estimated project effort is 20% per year. John has a Master's degree in Educational Technology and has worked for the SDE for more than eight years. He is currently working as the Federal EDFacts coordinator and Federal and State non-fiscal reporting data coordinator.

School District Liaison Jimmy Takata, SDE Education Technology Coordinator, will insure school district alignment and coordination for the project, and his estimated project effort is 10% per year. He will help with identifying personnel for the SLDS Advisor Group and be an active member of the group. He has ongoing professional relationships with the technical coordinators and other school district personnel through his work managing Title II-D funds, and assisting

districts with integrating technology in the curriculum. He has a Master's degree in Instructional Technology, and he has been working as an educational professional for 10 years.

Assessment Liaison Carissa Miller Ph.D, SDE Deputy Superintendent, Assessment Division, oversees ESEA assessments including National Assessment of Educational Progress (NAEP), Idaho Standards Achievement Test (ISAT) and the Idaho English Language Assessment (IELA) required assessments and the accountability processes for NCLB, and her estimated project effort is 5% per year. She will communicate assessment requirements to the data system team and use the data system to analyze student achievement trends and report those trends to the appropriate groups for continuous improvement efforts. She will assist in the coordination of assessment vendor systems with the Idaho data system to ensure accurate capture of student assessment information. Her previous experience includes the position of Program Manager of Assessment and Accountability with the Idaho Board of Education. Dr. Miller has a Doctorate of Philosophy in Education.

Teacher Certification Liaison Christina Linder, SDE Director of Certification and Professional Standards, will provide leadership in the inclusion of data use in instructional pedagogy for Idaho's teaching professionals, coordinating the modification of pre-service certification requirements to include proficiency in data gathering and its use in instructional planning. She will also communicate teacher certification program requirements to ensure unique identifier tracking for teachers and other instructional staff. Her estimated project effort is 5% per year. Ms. Linder has more than 20 years of experience working in education, including experience in federal program management and as university faculty in a teacher preparation program. She holds a Master's degree in Curriculum and Instruction and is currently completing her doctorate in Adult and Organizational Leadership.

Finance Coordinator Myrna Holgate, SDE Finance Coordinator, will provide input and oversight for the management of all staffing data elements including course code. Her estimated project effort is 5% per year. She maintains the Idaho Basic Education Data System (IBEDS) that contain the demographics on public school staffing. She has extensive knowledge regarding Idaho policies, rules and laws and their implications to data gathering and reporting. For more than 10 years, she has been Idaho's liaison to the National Center of Educational Statistics (NCES) during which she has developed expertise in data element definitions understanding including those reported to the U.S. Department of Education. She has served at the SDE for more than 14 years. Ms. Holgate is a Certified Public Accountant.

Director of Content Areas and Instructional Services Peter Kavouras, SDE Director of Content Areas and Instructional Services, will provide assistance in the coordination of the project with the data analysis needs of each core content area, Mathematics, Science, Reading, English Language Arts, and Social Studies. His estimated project effort is 5% per year. In addition, his team is responsible for managing the data for three statewide assessments: Idaho Reading Indicator, Direct Math Assessment, and Direct Writing Assessment. He and his team will be key contributors to the selection and implementation of the Learning Management System. Peter has 24 years of experience in education working as a classroom teacher and administrator. Peter holds Bachelor of Science, Bachelor of Arts, and Master of Education degrees. He is certified as a K-12 Principal and Curriculum and Instruction Supervisor.

Director of Data-Driven Instruction (One new position) He/she will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Delivering training through efforts of the Regional Data Coaches, they will develop workshops and online training materials for teachers, principals and superintendents. He/she will coordinate training with LEA efforts, integrating training materials into in-service days and staff meetings, and introduce support materials for the initiation of school data teams.

Regional Data Coaches (Five new positions) The Regional Data Coaches will train LEA personnel on data utilization to individualize instructional practices, measure and monitor curriculum effectiveness, identify "best of class" instructors for adoption of their instructional practices, and data-driven policy making. Estimated project effort is 100%. The Regional Data Coaches will conduct data use workshops, coordinate the delivery of on-line training materials and monitor data use training attendance versus program goals. They will also train administrators on the benefit of and the management of school data teams. School data teams will meet regularly to review student achievement and evaluate potential benefits from instructional, curricular, and organizational adjustments.

Web Services Specialist, (Contract position for development web services) Define and design the Services Oriented Architecture (SOA). Identify strategies, technologies, vendor, and stakeholder requirements. Recommend instrumentation, coordinate activities with vendors and other service developers. Establish application development and web services standards based on the latest technologies and best practices. Work with developers to ensure that standards are communicated, understood, and implemented. Develop web services as required.

Senior Development Analyst, (Two contract positions for development of web services) Understand and document the business processes and requirements through direct interaction with business teams. Analysts must be able to translate business needs into technical requirements and solutions. Analysts will work closely with the Project Manager and Developers to ensure that the business requirements are communicated and understood and that development efforts are in line with requirements. Use cases and test cases will be derived from requirements documentation.

Idaho State Department of Labor

Senior Research Analyst (One contract position) Plan, develop, and implement wage record matches using associated Social Security numbers. This person will communicate with the governance team about pertinent issues necessary to develop the technical protocols and practices for wage record matching while maintaining confidentiality of the records under state and federal requirements. This person will support contractors in the development of protocols and data matching infrastructure to create efficiencies for all subsequent wage record matches. Efforts will be made to determine the efficacy of combining other labor market information data sets to enrich the database. Initially all quarterly wage record matches will be conducted in-house by the Senior Research Analyst. The analyst will analyze initial wage record matches and make summary findings for initial matches during the duration of the grant period or until a fully integrated or automated analytical data system can be developed, whichever comes first.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Appendix A Optional Attachments** Pages: **5** Uploaded File: **T:\Data-Research\Statewide Longitudinal Data System Grant\GraphsSLDS.pdf**

Figure 1 - Idaho SLDS Efforts - By Funding Type

2009	2010	2011	2012	2013

State Funded Efforts

- **Authentication & Authorization**
- **Enrollment & Attendance Application**
- **Teacher Certification Application**

Current SLDS Grant Efforts (K-12 focus)

- **Unique ID – Student / Staff**
- **Data Warehouse K-12**
- **Data Reporting K-12**
- **Data Collection K-12**
- **District Support**
- **Transcripts**

Proposed SLD Grant Efforts (P20 and workforce)

- **Governance**
- **EDUID to IHE**
- **Data Warehouse & Reporting**
- **Professional & Technical Inclusion**
- **Web Services**
- **Learning Mgmt System (K-12)**
- **Data Utilization Training**
- **Widget & Tool for Stakeholders**

Figure 2 - Linking Records Across Data Systems

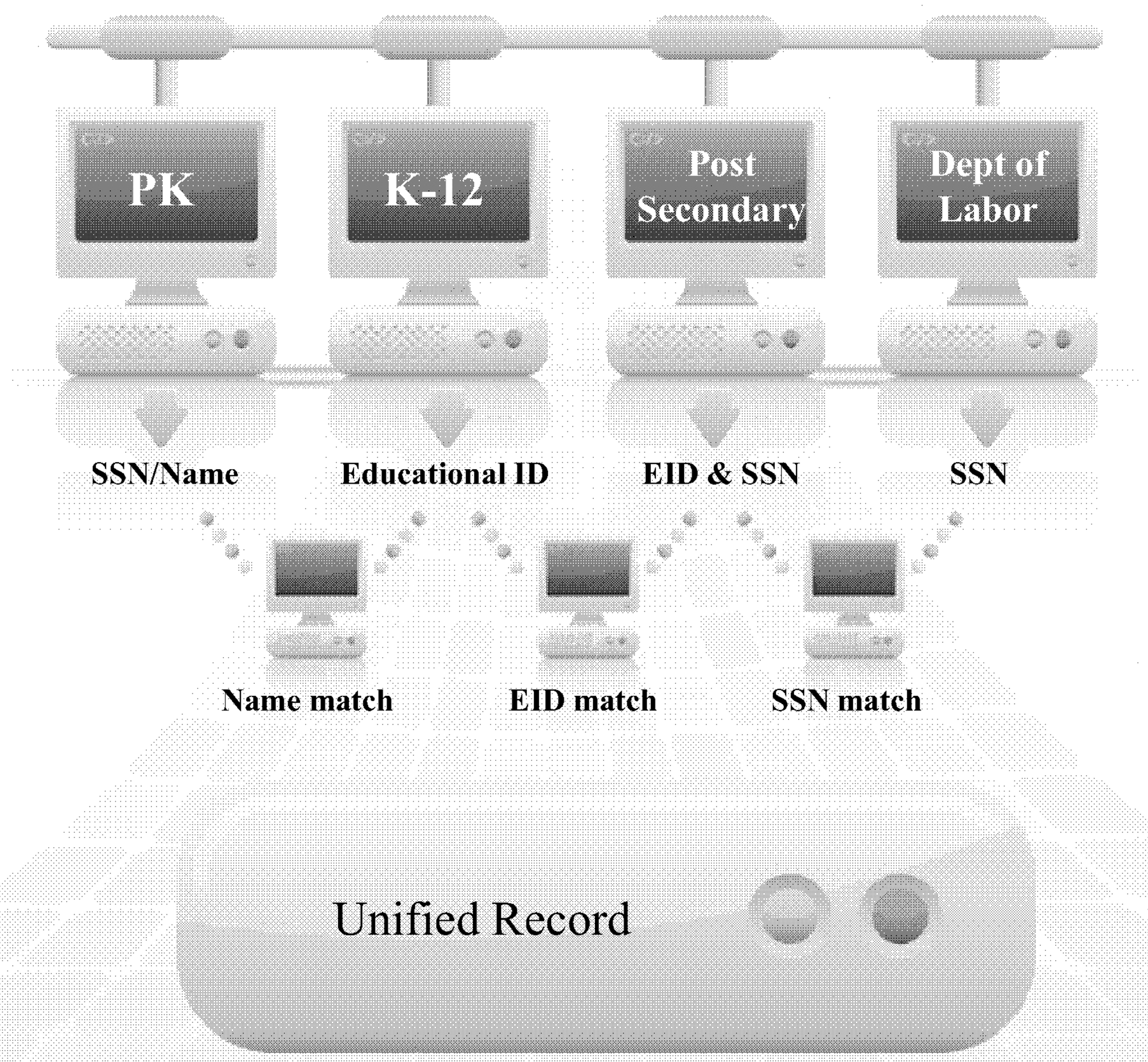


Figure 3 – P20 and Workforce Data Warehouse

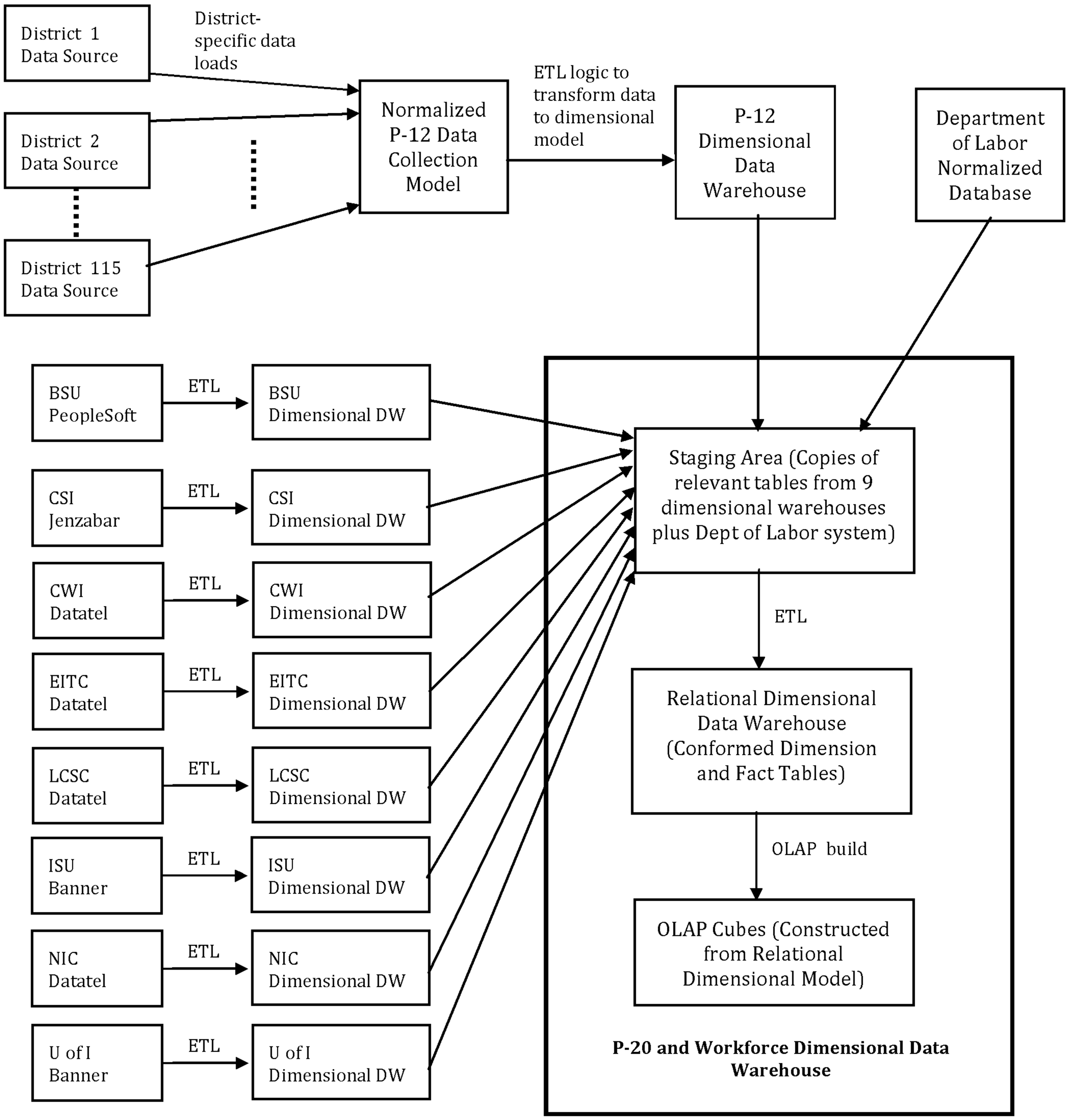


Figure 4 - K-12 Training Organizational Chart

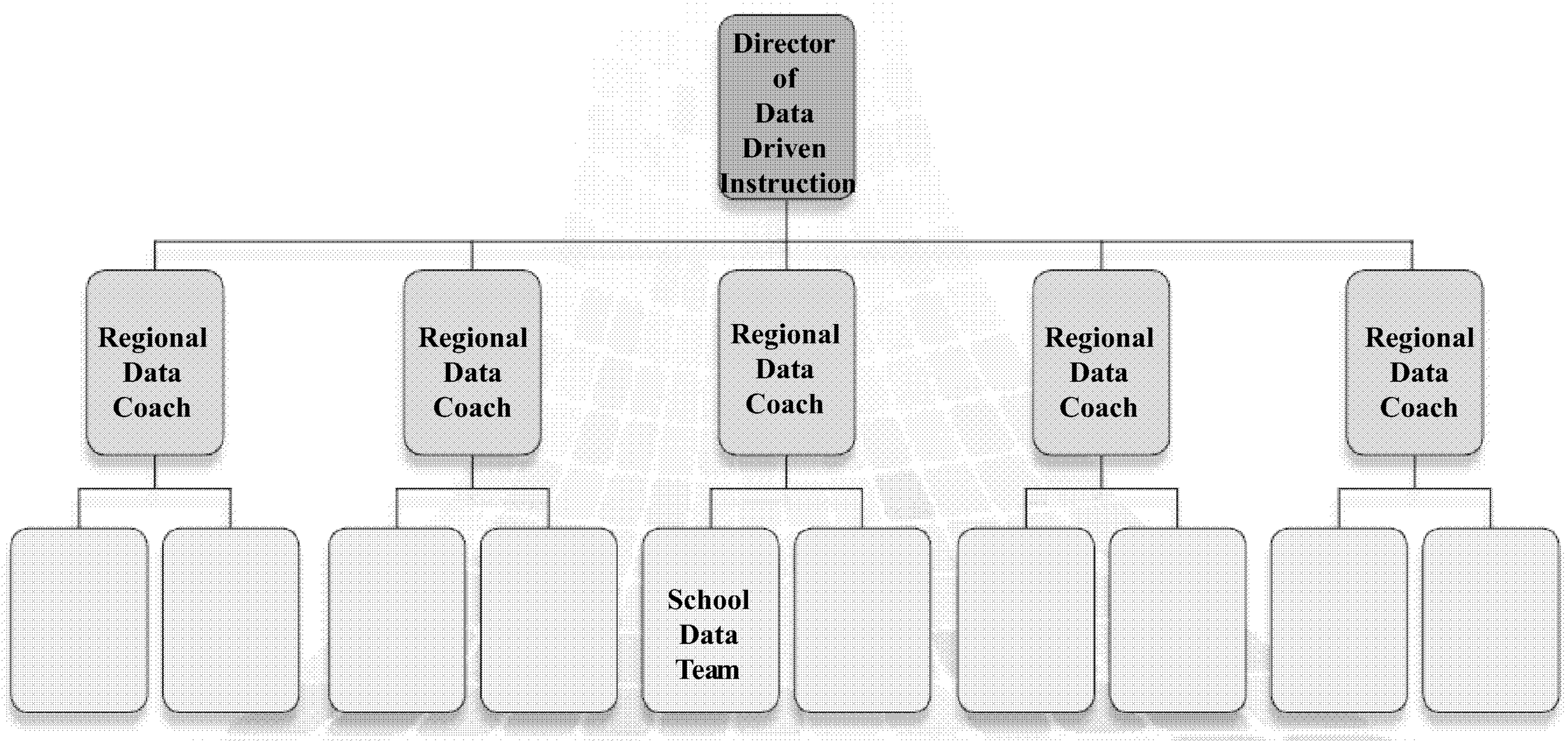
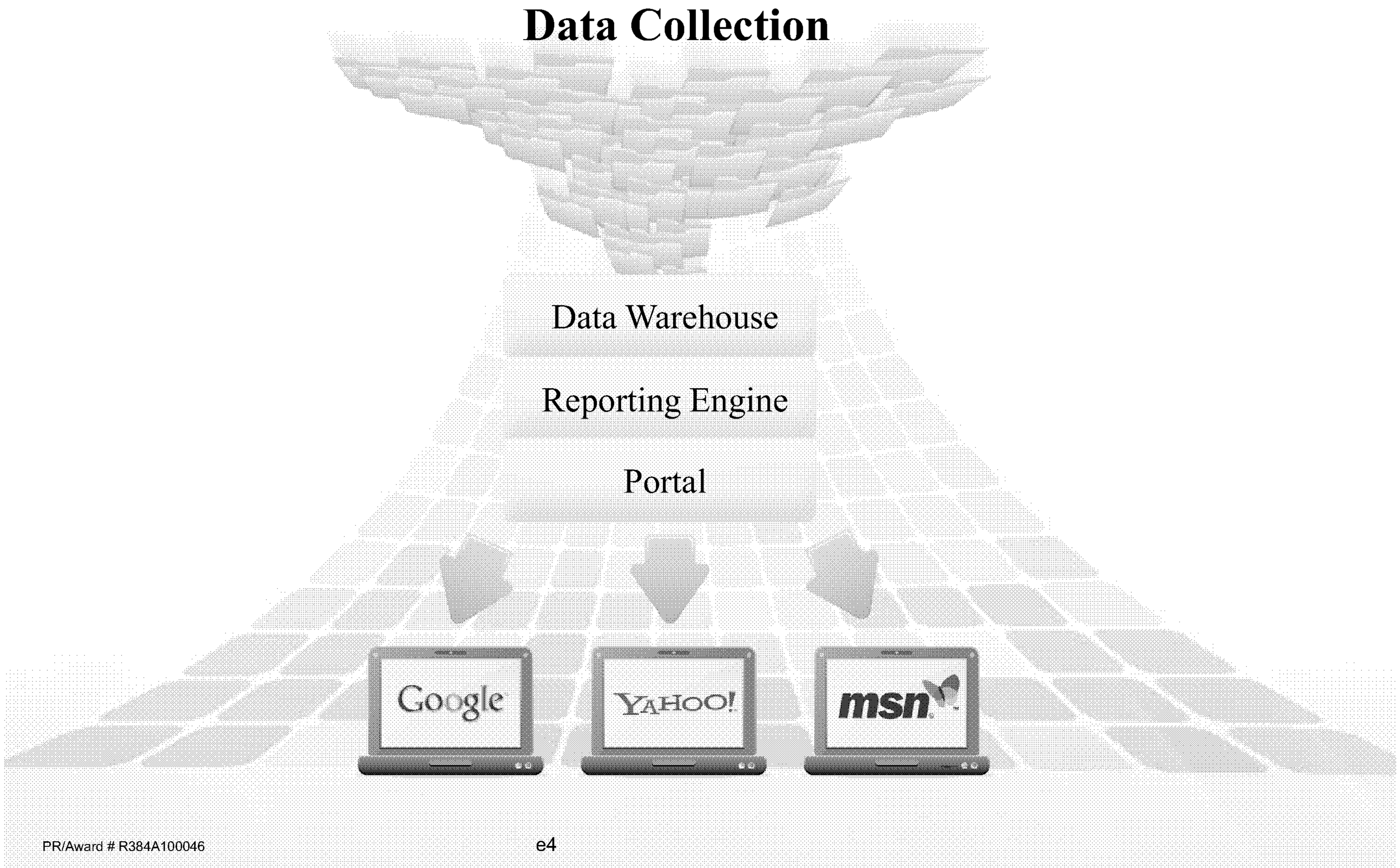


Figure 5 - Delivering Stakeholder Information



Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Appendix B Resumes** Pages: **57** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\Appendix B.Resumes.doc**

Troy M. Wheeler

(b)(6)

Career Profile:

- Extensive experience in all aspects of Information Technology.
- A proven track record of results, using project management methodologies and systems.
- Versed in enterprise technologies including data warehousing, storage networks and virtualization.
- Expertise in technical staff development, recruitment and retention
- Experienced with contract requirements gathering, development and oversight including service level agreements, RFP's and out-sourcing agreements.
- Self-motivated, efficient, resourceful and reliable under pressure.
- Excellent communication, presentation and facilitation skills.
- Confident and poised in interactions with individuals at all levels.
- Strong problem resolution skills.
- Proven track record in successful business startups.

Work Experience:

CHIEF INFORMATION OFFICER(CIO) (2008-Present)
Idaho State Department of Education - Boise, Idaho

- Responsible for management and budgetary decisions for IT operations
- Direct the design, development, implementation, and operation of information systems and data processing applications in support of SDE mission, goals, policies, procedures, and programs
- Establish and implement IT goals, policies, procedures, and performance indicators
- Provide input to and assist the Superintendent of Public Instruction in the areas of statewide IT efforts and projects, liaison with the legislature and other agencies, and long-term departmental IT strategic planning; including resolution of constituent concerns
- Work closely with Program Directors to understand overall process-related and governance-related needs and ensure successful processes are implemented
- Advise management and staff on current industry trends and information processing concepts, strategies, and products
- Ability to analyze data systems functionality and implement data systems rewrites to meet changes in technological advancement and language modernization
- Analyze fiscal requirements and recommend department budgets for personnel, operations, hardware, and training in support of IS functions and administer funds
- Recommend and hire staff, assign projects, and evaluate performance

- Provide for technical training and educational needs in information processing for department staff
- Represent department on various task forces, committees, and study groups

MANAGING PARTNER & VP OF TECHNOLOGY *(2004-2008)*
EPM[2E] INC. - Boise, Idaho

- Develop, prioritize and manage both internal and external IT projects
- Responsible for business operations including financial, tax and legal issues
- Manage service delivery for clients across the US
- Negotiate contracts and Service Level Agreements with contractors and vendors
- Develop business cases to justify IT expenditures
- Built relationships with clients senior business management and IT personnel to understand their business strategies

SENIOR ENGINEER/ACCOUNT MANAGER *(1994-2004)*
Random Access/ Empire Technologies, Inc. Denver Co, - Boise, Idaho

- Managed large multiyear IT projects for clients including St Luke's Regional Medical and Morrison Knudsen
- Recruit, manage and lead a team of technical and administrative personnel
- Delegated ownership of projects, review work, and track progress

K-12 EDUCATION/SENIOR PROJECT ENGINEER
MARKETING SUPPORT ANALYST
(1988-1994)
International Business Machines (IBM) – Boise, Idaho

- Manage IBM business partner relations and projects in the K-12 Education market
- Assist sales team with solution development
- Prepare and present demos and presentations to clients and partners.
- Managed IT construction projects including the network rollout for Micron – Lehi, UT

EDUCATION
BOISE STATE UNIVERSITY
1988-1992

- Management Information Systems and Business Administration

CIVIC/PERSONAL:

- Leadership Committee - Information Management Systems Society Project Management Interest Group
- Vice President Junior Membership – Arid Club
- Past Advisory Council Member – Caring Foundation for Children
- Founding member and past President - Idaho Toastmasters
- Founding member and past President – Networking Professionals Association
- Assistant Coach – Parents and Youth Soccer League

Selena M. Grace

(b)(6)

EDUCATION

George Mason University – December 2008
Fairfax, Virginia
MFA, Creative Writing – Nonfiction emphasis
Thesis Title: *Keeper of the Gate*

Boise State University – December 2002
Boise, Idaho
Bachelor of Arts – English writing emphasis
Minor - Native American Studies

AWARDS/SCHOLARSHIPS

George Mason University
2006-2007 George Mason University Non-fiction Writing Fellowship
2004 & 2005 George Mason University, English Department Graduate Teaching Assistantship

Boise State University
2002 Jim Poore Writing Scholarship
2002 Nonfiction Essay selected for presentation at Sigma Tau Delta National Convention

University of Idaho
2001 Grace V. Nixon Undergraduate English Teaching Scholarship
2001 Outstanding Student in Student Support Services
2000 Nominated for Student Employee of the Year
1999, 2000 & 2001 Student Support Services Scholarship
1999 & 2001 Shirley Grossman Caldwell Scholarship

Pocatello, Idaho
1993 Governor's Job Training Partnership Act (JTPA) award - Distinguished Participant

PROFESSIONAL EXPERIENCE

Office of the State Board of Education – 2007 – present
Boise, Idaho
Director of Research

- Monitor educational trends and determine how these trends impact the Board's research agenda and vision, mission, and goals.
- Plan and manage ad hoc research reports; including data collection methods for specific projects, and determination of the types and sizes of sample groups to be used.
- Plan, develop and support a system for standardization of research reports, including the annual fact book; design research projects that apply valid scientific techniques and utilize information obtained from baselines or historical data in order to structure uncompromised and efficient analyses.
- Analyze and interpret statistical data in order to identify significant trends and differences in relationships among sources of information
- Evaluate sources of information in order to determine any limitations in terms of reliability or usability; evaluate the statistical methods and procedures used to obtain data in order to ensure validity, applicability, efficiency, and accuracy.
- Identify relationships and trends in data, as well as any factors that could affect the results of research
- Provide oversight for the Board's Native American Higher Education Committee, which includes analyzing policy and educational trends to determine how to ensure access and increase retention for Native American students. Work with the State Department Indian Education Coordinator, postsecondary multicultural leadership contacts, and tribal liaisons.
- Coordinator for the Board office on Dual Credit, which includes meeting with statewide postsecondary dual credit coordinators, analyzing Board policy and current procedures at the secondary and postsecondary level, and representing the Board on the Dual Credit Task Force.

RGI, Inc. (NASA Training Support Contract) – 2003-2004
Falls Church, Virginia
Project Administration Specialist

- Generated content for various NASA web-sites, tracked NASA training participation data, participant demographic data, and other criteria required for management and analysis activities. Input registration into NASA database, prepared and processed final course reports and evaluations using MS Access. Managed more than 20 on-going training programs held at the 12 different NASA centers with 20-50 participants per program. This included all communications with participants and speakers; coordinating logistics, lodging and presenters for NASA training support programs. Edited and formatted the office Standard Operating Procedures (SOP) manual.

University of Idaho - Boise, College of Education
Center on Disabilities and Human Development – 2001-2003
Boise, Idaho
Administrative Assistant

- Created and managed database to track financial donors to the University of Idaho, College of Education. Assisted Director of Development with file organization, preparing letters, and mass-mailings. Prepared purchase orders, claim vouchers, billed conference attendees, contacted and provided follow-up services for vendors. Also designed and edited two 10-chapter training manuals to be used by State Department of Health & Welfare for intensive behavioral intervention.

University of Idaho, College of Law, Legal Aid Clinic – 1999-2001
Moscow, Idaho
Legal/Office Assistant

- Assisted office manager with organization and preparation for all four student clinics, upcoming classes, Northwest Institute for Dispute Resolution, and Trial Advocacy course. Drafted court pleadings, designed procedural rules manual for the Tribal Clinic, prepared correspondence, and handled new client intake. Assisted in training students in the proper procedures for court filings and other standard clinic procedures.

TEACHING EXPERIENCE

The Cabin – Summer 2007
Boise, Idaho
Writing Instructor

- Taught a one-week session of summer writing camp, worked with 4th, 5th, and 6th grade students in self-exploration and discovering new ways to see and investigate the world around them.

George Mason University – 2004-2006
Fairfax, Virginia
Graduate Teaching Assistant

- Taught two courses of English 101 Composition each semester for Fall 2005 and Spring 2006, selected my own text, designed lesson plans and assignment requirements for each semester
- Tutored undergraduate students in the Writing Center Fall 2004 and Spring 2004, worked with a large number of English as a Second Language (ESL) students

Boise State University – 2001
Boise, Idaho
Teaching Assistant

- Assisted English 90 instructor with class lessons and grading written assignments

ORGANIZATIONS/MEMBERSHIPS

Sigma Tau Delta, English Honors Society
The Cabin Literary Center
American Business Woman's Association (1995-2000)

JOYCE M. POPP
650 West State Street
Suite 343
Boise, ID 83720
208-332-6970

More than thirty years of information technology system experience including senior & executive level responsibilities with management oversight of $35M+ dollars and team of seventy IT professionals. Highly motivated, career-oriented professional who possesses excellent leadership, organizational, strategic planning, and problem-solving skills. Proven ability to plan, develop, and implement client -centric and market positioning strategies; build a positive team and strong strategic partner relations.

- **Strategic Business Planning**
- **Executive Leadership**
- **Customer Relations**
- **Business Analyst**
- **Budget planning & management**
- **Project & Program management**

PROFESSIONAL EXPERIENCE

State Of Idaho-Department of Education
7/2009 to Present *IT- Sr. Project Manager*

- Project manager for design and implementation of the SLDS
- Work with various contracted entities on application updates
- Track programs and projects from contracts to deliverables implementation
- Work with teams on strategic direction – both internal and external
- Communicate with vendors on necessary changes
- Track budget to actual expenditures

MPC Computers (Formerly Micron Electronics, Inc.)
4/2005 to 7/2009 *Vice President – IT & Service Operations*

- Managed information technology budget that exceeded $35,000,000 annually
- Managed team of seventy information technology professionals
- Executive staff responsibilities, including monthly updates to the Corporate Board of Directors
- Sarbanes Oxley Act steering committee membership
- Strategic designer of technical support and customer service programs and partners relationships
- Responsible for IT strategy documentation and communication.
- Implemented projects and programs in coordination with organizational strategic initiatives
- Lead large scale data system and business process integration efforts as part of Gateway acquisition
- Developed and utilized Key Performance Indicator dashboards to define departmental metrics for measurement and monitoring of team efforts

- Mentor team towards a "customer first" focus
- Work directly with customers to better understand needs and requirements
- Promote proactive implementation of programs and processes
- Decreased employee turnover by 96%
- Recruit and hire talent for IT, Web, Customer Service, Reverse Logistics & Technical Support
- Implement cross-functional teams and training programs

2/1998 – 3/2005 ***Director - Web Operations & Marketing***

- Directed the strategy, programs, and development of corporate Web sites
- Designed customer specific secure site program with complete account information
- Lead technical and marketing team to promote corporate objectives
- Created programs that track and analyze usability of customer experience on Web site
- Designed comprehensive CRM system linking to all corporate applications
- Developed and controlled budget for the Web and marketing teams (both front-end and back-end resources)
- Tracked projects from conception through production within budget and on schedule
- Negotiated contracts with both vendors and customers
- Gathered, researched, designed, and implemented functional requirements for internal and external customer solutions
- Lead the creative direction in design, communication and layout of consumer, business, government, and e-commerce Web site
- Focused strategic direction to ensure support of business objectives
- Set up Web-based channel partners and programs

1997 - 1998 ***Market Development Manager***

- Managed the Market Development team for the commercial and medium business segment
- Controlled budget for all segment marketing programs and projects
- Managed market analysis/assessment
- Provided strategic planning, scheduling and training on marketing programs for cost effectiveness
- Tracked marketing ROI analysis for each program implemented by the team
- Communicated marketing programs to both internal and external customers

Micron Technology, Inc.

1983 - 1996 ***Marketing & Program Manager***

- Planned, developed and implemented marketing programs
- Designed sales collateral
- Delivered programs on time and within budget
- Wrote technical specifications for marketing and sales use
- Communicated with sales for execution of programs

EDUCATION

- University of Washington - Business Administration (accounting/finance)
- Green River Community College

PROFESSIONAL ASSOCIATIONS

- Former Board of Directors member - Idaho Total Quality Institute
- American Marketing Association
- Former Board of Director member for non-profit association
- Current Advisory Board Member for Salvation Army
- Treasurer for non-profit organization
- Team host for Humanitarian Bowl (four years)

Stephen B. Grantham

Coordinator, Data Quality and Reporting (208) 426-2357
Associate Professor, Department of Mathematics
sgrantha@boisestate.edu
Boise State University

EDUCATION

PhD	Mathematics	University of Colorado, August 1982
MA	Mathematics	University of Colorado, December 1978
BS	Mathematics	Harvey Mudd College, June 1977

PROFESSIONAL EXPERIENCE

March 2006—Present

Coordinator, Data Quality and Reporting, Boise State University

Responsible for ensuring the quality of the data in the University's administrative information systems, and for making that data accessible to stakeholders. Duties include investigating and resolving data quality problems, writing ad hoc queries to fulfill requests from academic and administrative users, and, since October 2007, leading the implementation of the iStrategy data warehouse and reporting system. That implementation involves reviewing and modifying the delivered software to reflect Boise State needs and business practices, developing reports for end users, and miscellaneous other duties.

July 2000—March 2006

Manager, Enrollment Information Systems, Boise State University

Served as overall functional coordinator and "internal consultant" for the PeopleSoft Student Administration system, and in particular as functional lead for:

- The Campus Community module.
- BroncoWeb (web-based self-service functionality)
- Cross-modular functionality and interfaces with external systems
- Upgrade of PeopleSoft HRSA from version 7.6 to version 8
- Security conversion and setup for version 8.

Duties include performing troubleshooting and analysis, developing specifications for customizations, conducting training, working with other functional module leads, and serving as the primary liaison between functional SA team and technical staff. I also have done a significant amount of technical development work (primarily SQR programming) in this position.

July 1999—July 2000

Student Records Team Lead, Project ACCESS, Boise State University.

Responsibilities included managing and coordinating all prototyping, development, data conversion, training and other aspects of the Student Records implementation while also carrying out a large number of specific, detailed functional and technical tasks.

May 1996—July 2000

Member of Project ACCESS process innovation and implementation teams for Student Records and Registration, Boise State University. I originally joined this team in a primarily advisory role, by virtue of my experience as department chair, at the invitation of the Registrar. As the project progressed I assumed a more and more active role in both functional and technical areas. In particular, I wrote a number of substantial custom SQR programs to address gaps in the delivered PeopleSoft functionality.

August 1990—August 1998

Department Chair, Department of Mathematics and Computer Science, Boise State University. Responsible for all aspects of administration of a department with approximately 30 full-time and 25 part-time faculty, including evaluation, class scheduling, academic and administrative policy, budget oversight, report writing, etc.

1988—present

Associate Professor, Department of Mathematics, Boise State University. Promoted from Assistant Professor in 1988.

1982—1988

Assistant Professor, Department of Mathematics, Boise State University.

January—August 1983

Postdoctoral Fellow, University of Calgary (on leave from Boise State University)

1977—1982

Teaching Assistant/Fellowship Recipient, University of Colorado.

COURSES TAUGHT

Algebra Review, Intermediate Algebra, Mathematics for Liberal Arts Students, Introduction to Mathematical Thought, Finite Mathematics, Survey of Calculus, Discrete and Foundational Mathematics, Discrete Mathematical Structures, Calculus I, II and III, Vector Calculus, Linear Algebra, Foundations of Geometry, Foundations of Analysis, Differential Equations, Fundamentals of Statistics, Abstract Algebra, Database Theory

PUBLICATIONS

Galvin's "Pawns up the Trees" Game,
University of Calgary Department of Mathematics and Statistics Research Report No. 478, March 1981

An Analysis of Galvin's Tree Game,
Ph.D. Thesis, University of Colorado, 1982.

Galvin's "Racing Pawns" Game and a Well-Ordering of Trees,

Memoirs of the American Mathematical Society, Volume 53, Number 316, January 1985.

Semiformal proof in predicate logic, Greek Knuckleballs, and Lucky Charms: some metaphors and notation for dealing with quantifiers DIMACS Workshop on Teaching Logic and Reasoning in an Illogical World, Rutgers University, July 1996. Published in the on-line proceedings at http://dimacs.rutgers.edu/Workshops/Logic/program.html

SELECTED PEOPLESOFT/ORACLE RELATED PROFESSIONAL ACTIVITIES
Completed PeopleSoft Training Courses in Student Records I and II, Query Tool, Academic Advisement, PeopleTools 8 Delta, 3C's

Active in HEUG (Higher Education User Group) since 1998. This organization is a 401(c3) non-profit corporation that represents all institutions of higher education worldwide who run application software from Oracle Corporation. My major activities with this organization include the following:

- Served on HEUG Student Records Product Advisory Group [PAG] June 2002—March 2006. Served as Track Chair for 2004 HEUG Conference and as PAG chair 2004—2005
- Elected to HEUG Board of Directors March 2006.
  - Served as liaison to several different PAGs (Student Records, Campus Community and Reporting) and on several other committees and working groups.
  - Served as Vice President for Communications, March 2008—March 2009
  - Re-elected to Board March 2009
- Attended and gave presentations and/or workshops at every HEUG/Alliance conference 2000—2009. Topics have included Student Records conversion, enrollment processing enhancements, BroncoWeb, Security, automation of various processes, Query Techniques, Data Warehousing, and several others.
- Participated in Oracle's Hosted Beta program for CS 9.0 release, October—December 2006
- Wrote article for Campus Technology on Boise State's experiences with PeopleSoft/Oracle, and in particular the Hosted Beta program for CS 9.0: http://www.campustechnology.com/articles/46669

Attended Higher Education Data Warehouse Forum conferences in Austin, TX, May 2007 and Blacksburg, VA, March 2008. Gave presentation on "The Virtues of Cross-Training" at latter.

PeopleSoft Consulting:

- Carried out an analysis of Academic Program setup options for the North Dakota University System's PeopleSoft Implementation, April 2003
- Examined Enrollment, Grade and Academic Statistics issues at Lee College, Baytown, Texas, June 2006.
- Consulted on a variety of Campus Solutions issues (mainly Academic Structure, Campus Community, and Student Records) for Lahore University of Management Sciences, Lahore, Pakistan August 2007—December 2008

S. ROSS STIVISON

(b)(6)

Skills Summary

Over five years of experience in system and process analysis using PeopleSoft versions 8.0, 8.8, 8.9 and 9.0 in both a University and private sector environment. Strong background in security maintenance, user training, report writing, system troubleshooting, testing, enhancements & customizations, project management and support documentation. Extensive experience and success at coordinating system changes with many parties often with competing interests for system usage.

Experience

Boise State University 4/08-present

Senior Management Systems Coordinator, Registrar's Office

- Systems project identification, analysis, specifications, timeline, testing and implementation.
- Responsible for security, access, roles and changes to the Nolij imaging system.
- Assist with the Student Records module in many ways; production support, evaluations of current functionality with recommendations for setup changes, process changes, or customizations.
- PeopleSoft Student Records table and setup changes.
- Responsible for all student data reporting from the PeopleSoft system for current students for both internal and external needs.
- Responsible for creating the annual and semester enrollment and University reporting figures.
- Assist in supporting the Registrar's Office web site, making changes as needed using Dream Weaver.

4/05-4/08

Senior Management Systems Coordinator, Human Resource Services

- Implemented PeopleSoft 8.0 Position Management and Time & Labor 8.9 Modules, with customizations; creating a total of 8 PeopleSoft modules directly supported.
- Responsible for PeopleSoft Security to HR data, as the Data Steward for Human Resources. Created, modified and removed roles, permissions and other security as needed.
- Served as the functional/technical liaison for all HRS projects requiring IT involvement.
- Identified, created and maintained HRIS PeopleSoft system defensive queries.

- Report writing in PS Query, SQL, and Crystal Reports. Assisted users with PS Query.
- Formed HRIS as a unit within HRS and consolidated all reporting into the HRIS team.
- Created HRIS online report request form for campus wide report requests from HRS.

5/02-4/05

Albertsons
Business Analyst

- Promoted within Albertsons from store level management upon completion of my BBA.
- Company wide reporting from the HR/Payroll system (Vista/PDS) for all data needs.
- Wrote, maintained and ran defensive queries from the database and coordinated fixes with users.
- Identified customizations, assisted functional users with requirements and fix migrations.
- HR Generalist on both PeopleSoft 8.8 implementation project and Documentum (Imaging System).

Systems Proficiency

Reporting Languages / Tools

SQL, SQR, PS Query, Crystal Reports VII & XI

Database Systems & Software

PeopleSoft 8.0, PeopleSoft 8.8, PeopleSoft 8.9, PeopleSoft 9.0, Microsoft Office Suite, Microsoft Visio, Microsoft Project, Macro Scheduler, STAT (Systems Migration & Management Tool) , Novell Applications (GroupWise), Bugzilla (Bug reporting software), Dream Weaver, Nolij & Documentum (Imaging Software).

Education

MBA, Business Administration — In Progress
Boise State University, Boise, Idaho

BBA, Business Administration / Emphasis on Human Resources — 2002
Boise State University, Boise, Idaho

Vincent Miller

(b)(6)

n

Abilities
I have over 10 years of experience in Institutional Research. I have advanced skills in data analysis, SQL (Structured Query Language), Microsoft SQL Server, and the SunGard Banner ERP system. In 2006, I was recognized by SQL Server magazine as a SQL expert.

Key Skills
Basic Programs: Windows XP, Vista, and 7 OS , Microsoft Office, (Word, Excel, etc),
Specific Software: SunGard Banner ERP, Microsoft SQL Server 2008, Visual Studio 2008, SAS
Languages: SQL, .NET

Education
1996 MPA, Public Administration Wichita State University, Wichita, Kansas
1989 BA, English Bethel College, North Newton, Kansas

Prior Employment
2009-Present Director of Institutional Research, Idaho State University
1999-2009 Associate Director of Institutional Research, Wichita State University
1997-1998 City Administrator, City of Lancaster, Wisconsin

Publications – Book Chapters
1. Wong, J.D., Ekstrom, C.D., Coberley, S.A., **Miller, V.** "Proprietary Funds," Chapter 8 in Handbook for Governmental Accounting, F.B.Bogui (Ed), New York, CRC Press, p. 249-315, 2009
2. **Miller, V.** "Grant Writing for Small Cities," Private/Public Management, Wong, J.D., W.B. Hildreth (Eds.), Austin, TX, Sheshunoff Publishing, p. 171-209, 2003

Institutional Research Projects (unfunded)
2009: "Program Review." Conducted an extensive academic program review of all programs for Wichita State University
2008: "Teaching Load Project." Developed the SQL scripts, plus designed the report for faculty workload for Wichita State University
2007: "Student Profile." Created an in-depth analysis of students who returned and did not return to the university for Wichita State University.
2006: "Banner Implementation Project." Mapped legacy data elements to the new Banner ERP system. Wrote SQL scripts to capture the data in the new ERP system. Wichita State University.

Community Service
2006-2009 Ronald McDonald House Charities Board of Directors
2002-2009 Campus advisor for the Kappa Sigma fraternity
2001-2002 President of the Sedgwick County Community Health Clinic Network Board of Directors
2000-2001 City of Wichita Kansas District 5 Advisory Board

Grants
2000 Successfully wrote a federal grant application for $1.2 million for Sedgwick County Kansas' "Northeast Healthy Start Program"
1997 Successfully wrote a federal grant application for $225,000 for the City of Lancaster Wisconsin for historic restoration of the city hall building.

BARBARA A. ADAMCIK, Ph.D.

PERSONAL INFORMATION

Business Address Office of Academic Affairs, Idaho State University, Pocatello, ID 83209
Phone & e-mail: 208/282-5011; FAX: 208/282-4447; adambarb@.isu.edu

EDUCATION

College: • Pasadena City College, Pasadena, CA 1970-72 (pre-medicine); A.A. 6/72.
• University of California (UCLA), Los Angeles, CA (pre-medicine/psychology major);
A.B., 6/74.

Graduate School: • California State University, Los Angeles, CA 1974-75 (Clinical Psychology)
• University of Southern California, Los Angeles CA. 1975-84 (Sociology, with major emphases in: medical sociology, gerontology, family therapy); M.A. /81; Ph.D. 5/84.

PROFESSIONAL EXPERIENCE

Idaho State University, Pocatello, ID:

5/08 – 4/09 • Acting Provost/Vice President for Academic Affairs
2006-present • Associate Vice President for Academic Affairs, and Director of Institutional Research.
12/04 - 9/06 • Assistant Academic Vice President, and Director of Institutional Research
7/03 - 12/04 • Assistant Vice President, Office of Academic Affairs (Faculty development position)
2003- • Accreditation Coordinator (for ISU's NWCCU institutional accreditation activities).
2002 - 2003 • Administrative Fellow, Office of the President
7/97 - • Professor, Social and Administrative Sciences in Pharmacy, Department of Pharmacy Practice and Administrative Sciences.
1993-1994 • Interim Chair, Department of Pharmacy Practice and Administrative Sciences.
1/93-5/93 • Sabbatical Leave.
1989-1997 • Associate Professor (with tenure), Pharmacy Administration, Department of Pharmacy Practice and Administrative Sciences.
1988-1996 • Coordinator of Graduate Studies in Pharmacy Administration, Department of Pharmacy Practice and Administrative Sciences.
1985-1989 • Assistant Professor, Pharmacy Administration, Department of Pharmacy Practice and Administrative Sciences, College of Pharmacy, Idaho State University, Pocatello, ID.

University of Southern California, Los Angeles, CA:

1981-1984 • Research Associate and Program Evaluator, USC Schools of Pharmacy and Medicine; Kellogg Foundation Project: *Community Pharmacy Enhancement*

Program, Development and Demonstration Center in Continuing Education for Health Professionals.

1977-1980 • Clinical Intern, Family Therapy Program, USC Human Relations Center.

1976-1980: • Teaching Assistant, Department of Sociology.

1975-1976 • Trainee in Gerontology, Department of Sociology, USC Andrus Gerontology Center.

1963-1981 • Clinical clerkship coordinator (medicine), USC School of Medicine, Department of Medicine; and Research Assistant, Diabetes Research Group, Los Angeles County/USC Medical Center.

HONORS & AWARDS

1995-1996 Idaho State University Master Teacher Award
1995 American Association of Colleges of Pharmacy Innovation in Teaching Award
1993-1994 Idaho State University Master Teacher Award
1988 Teacher of the Year, College of Pharmacy, Idaho State University

THESIS & DISSERTATION

Ph.D. Dissertation: *"Differential acceptance of a new role for pharmacists."* Department of Sociology, University of Southern California; Dr. T. Lasswell, Chair.
May, 1984

M.A. Thesis: *"An examination of the comparability of morale measures among working and retired blacks, Mexican-Americans, and whites."* Department of Sociology, University of Southern California. Dr. T. Lasswell, Chair.
May, 1981

PUBLICATIONS - Peer Reviewed

1. Thompson, J.F., McGhan, W.F., Rubbalo, R.L., Cohen, D.A., **Adamcik, B.A.**, and Segal, J.L. Clinical pharmacists prescribing drug therapy in a geriatric setting: Outcome of a trial. J. of Am. Geriatrics Soc., 32:154-159, 1984.
2. Weissman, F.G., Oppenheimer, P.R., **Adamcik, B.** and Mortazavi, E. The development and implementation of a community pharmacy practice clerkship. Am. J. Pharmaceutical Educ., 48:170-174, 1984.
3. **Adamcik, B.A.**, Oppenheimer, P.R., Brown, J.F., Eagan, P.A. and Denson, T.A. Attitudes and needs of pharmacists relevant to traditional and practice-based continuing education. Am. J. Pharmaceutical Educ., 49:22-30, 1985.
4. McGhan, W.F., Draugalis, J., Bootman, J.L., Pelter, M.A., **Adamcik, B.A.** and Matinoff, J. Identification of factors associated with student satisfaction and commitment to pharmacy practice. Am. J. Pharmaceutical Educ., 49:124-129, 1985.
5. **Adamcik, B.A.**, Ransford, H.E., Oppenheimer, P.R., Brown, J.F., Eagan, P.A. and Weissman, F.G. New clinical roles for pharmacists: A study of role expansion. Soc. Sci. & Med., 23(11): 1187-1200, 1986.
6. **Adamcik, B.A.** and Stimmel, G.L. The use of physical assessment skills by clinical pharmacists in monitoring drug therapy response: Attitudes and frequency. Am. J. Pharmaceutical Educ., 53:127-133, 1989.

7. **Adamcik, B.A.** Teaching Pharmaceutical Care: Removing the Fences. Am. J. Pharmaceutical Education, 56:434-441, 1992.
8. **Adamcik, B.A.** and Rhodes, R.S. The Pharmacist's Role in Rational Drug Therapy of the Aged. Drugs and Aging (Invited leading article) Drugs and Aging, 3(6):481-486, 1993.
9. Sansgiry, Sujit S., Cady, Paul S., **Adamcik, Barbara A.** Consumer comprehension of information on OTC medication labels: Effects of picture superiority and individual differences based on age. J. Pharmaceutical Marketing and Management 11(3) 63-76, 1996.
10. Kale, M., Cady, P., Sharp, W., **Adamcik, B.**, Schwendig, L., Culbertson, V. Monitoring the Regulatory Process of Prescription Drug Advertising. J. of Pharmacy & Law, 5(2):229-247, 1996.
11. **Adamcik, B.A.**, Hurley, S., Erramouspe, J., Huff, M. Assessment of Pharmacy Students' Critical Thinking Abilities. American J. of Pharmaceutical Education. 60(3):256-265, 1996.
12. **Adamcik, B.A.** and Airmet, D.A. Multi-Cohort Learning: Teaching Pharmacy Students About Compliance, Counseling, and Mentoring. American J. Pharmaceutical Education, 62(Fall):342-346, 1998.
13. Frost, James, **Adamcik, Barbara**, Schou, Corey. An Analysis of Instructors' Leadership Styles Using the Blake and Mouton's Leadership Model. Mountain Plains J. of Business & Economics. 2001.
14. Erramouspe, John, **Adamcik, Barbara A**, and Carlson, Rena K. Veterinarian Perception of the Intentional Misuse of Veterinary Medications in Humans. J. of Rural Health 18(2):311-318, 2002.

Biographical Sketch for Archie George

Director, Institutional Research and Assessment
University of Idaho

Professional Preparation

B.A. 1971 Psychology, Gonzaga University, Spokane, Washington
Ph.D. 1977 Educational Psych., Measurement and Evaluation, Univ of Texas at Austin

Appointments (academic/professional, beginning w/ most recent)

2000 – Present: Director, Institutional Research and Assessment,
University of Idaho, Moscow, Idaho
2004 – Present: Adjunct Assistant Professor, Adult, Career and Technology Education
1998 – 2000: Director, Program Review and Assessment, University of Idaho
1988 – 1998: Assistant Director, Institutional Research, University of Idaho
1980 – 1987: Analyst, Management Information Services (subsequently renamed Institutional Research)
University of Idaho
1983 – 1986 Instructor (concurrent with MIS appointment), Computer Science Department, University of Idaho
1973 – 1980: Systems Analyst and Research Associate
Procedures for Adopting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin

Five Related Publications

Hall, G.E., Negroni, I.A. and George, A.A. "Drawing connections between principal leadership and student learning." Paper to be presented at the Northern Rocky Mountain Educational Research Association Annual Conference, Jackson Hole, Wyoming, Oct. 2007.

George, A. "The Registrar and Institutional Research" Chapter 25 in The Registrar's Guide. Edited by Barbara Lauren. American Association of Collegiate Registrars and Admissions Officers, 2006.

George, A.A., Hall, G.E., and Stiegelbauer, S.M. Measuring Implementation in Schools: Stages of Concern. Southwest Education Development Laboratory, Austin, TX, 2005

Hall, G.E., Dirksen, D.J., and George, A.A. Measuring Implementation in Schools: Levels of Use. Southwest Education Development Laboratory, Austin, TX, 2005

George, A. "Relationships among Student Test Scores, First-semester College Grades, First-year Retention and Six-year Graduation Rates." Presentation at the Pacific NW Association for Institutional Research and Planning, Portland, OR, 2003.

Five Additional Publications

George, A. and Baillargeon, J. "Sharing the Pain: Tools and Maps to Measure and Rank Academic Programs." Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Hord, S.M., Stiegelbauer, S.M., Hall, G.E., and George, A.A. Measuring Implementation in Schools: Innovation Configurations. Southwest Education Development Laboratory, Austin, TX, 2005

George, A. and Baillargeon, J. "Online Course Evaluations: An Ever-evolving Process at the University of Idaho." Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Baillargeon, J. and George, A. "Successful External Program Review." Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Baillargeon, J. and George, A. "Using a Graduating Senior Survey to Assess Department, College, and Institutional Level Learning Outcomes," Paper delivered at the Pacific Planning, Assessment and Institutional Research Conference, Honolulu, Hawaii, 2002.

Synergistic Activities Relevant to Proposed Project

As Director of the Institutional Research Office, Dr. George oversees results and analyses of internal and external surveys, such as the UCLA/CIRP Freshman and UCLA/HERI Faculty surveys, National Survey of Student Engagement (NSSE), as well as our own Non-returning Student, Graduating Senior, Employer, Alumni and Staff surveys. Data sets include degrees awarded, student enrollments, courses offered and credits taught, faculty, staff and financial resources and student retention and graduation rates.

Dr. George works closely with operational units across the campus, especially Admissions, the Registrar, Finance and Administration and Alumni/Development, for which he has designed and implemented an internal data warehouse that serves nearly all of our reporting needs and ensures a high degree of consistency between reports. Recent examples include retention and graduation rate analyses by student housing, low-income and first-generation, and participation in FFA and 4-H pre-college programs.

Dr. George actively participated in three institutional accreditation ten-year self-study reviews for the Northwest Commission on Colleges and Universities (NWCCU, formerly NASC), and many programmatic accreditation and professional society reviews.

Collaborators & Other Affiliations

Dr. Gene Hall, University of Nevada – Las Vegas
Dr. Italia Negroni, Hardford Public Schools, Hartford, CT
Dr. Barbara Lauren, American Association of Collegiate Registrars and Admissions Officers (AACRAO), Washington, DC
Ms. Jane Baillargeon, University of Idaho, Moscow, ID
Ms. Shirley Hord, Southwest Educational Development Lab (SEDL), Austin, TX
Dr. Suzie Stiegelbauer, Southwest Educational Development Lab (SEDL), Austin, TX
Dr. Debra Dirksen, Metropolitan State University, St. Paul, MN
Mr. Michael Griffel, Bowling Green State University, Bowling Green, OH

*Collaborators: Name and organization of all collaborators/co-authors, in **alphabetical order**, past 48 months*

Graduate and Post Doctoral Advisors

Dissertation advisor: Dr. Earl Jennings, University of Texas at Austin

Kyu Larson

(b)(6)

(b)(6)

E-mail: Kyul@uidaho.edu

An accomplished Database Administrator (DBA) with over 16 years experience in IT. Extensive knowledge in designing, coding, testing and supporting database solutions in Oracle enterprise environments; application development, programming, implementation and maintenance of SunGard Banner environment; supervising, customer support of a university's central IT Help Desk, and hardware/software/network analysis, setup and troubleshooting for small businesses and educational institutions. Posses diversified technical background with Enterprise Systems solutions working for state government agency, higher education, and private sector.

QUALIFICATION HIGHLIGHTS

- ***Bachelor's of Science,*** *Business Information Systems,* from University of Idaho and over ***5-years experience*** performing database administration functions in an enterprise Oracle RDBMS environment
- Expertise in full project life cycle administration in higher education, SunGard Banner environment to include; development for implementation, administration, security upgrades, integration, testing, programming, and application enhancement
- Polished IT leadership skills, *4-years supervising team of 20-plus employees* at university's ITS Help Desk, mentoring, scheduling, budgeting, as well as developing training and procedural manuals
- Extensive experience performing system analysis and design of Oracle environment to include auditing, backup and recovery features, SQL, PL/SQL, architecture, security features, and maintaining of database management systems with upgrades and patches.

TECHNICAL EXPERIENCE

OS/Databases/Tools	Windows 95/98/2000/2003/XP, Vista; Unix Solaris, Linux Red Hat; Oracle RDBMS 10g, 9i, 8i, 7, 6; Oracle Application Server 10.1.x 9.0.x, 1.0.x; Oracle Developer & Designer 6i, ,Oracle Enterprise Manager, SQL Server 2005, SQL Server Management Studio, Novell ZENworks Application Launcher, Microsoft Office Suite, Novell Netware 4.1, ER/Studio, TOAD, SSH
Languages/Applications	PL/SQL, Pro*C, Perl, shell scripting, Visual Basics, SunGard Banner 6.0, 7.3, 8; Luminis, WebCT/Blackboard, Pinnacle
Oracle Training	Managing Oracle on Linux (***Oracle Education Center,*** *Sacramento, CA*), Oracle 8 Database Administration (***Oracle Education Center****, San Jose, CA*),

Oracle Designer 2000 & Oracle Developer 2000 (***Helena College of Technology,*** *Helena, MT*), PL/SQL I: Coding Techniques, PL/SQL II: Database Level Application Programming, Oracle 8 Performance Tuning Strategies, Oracle 8 Architecture and Startup, SQL Statement Tuning (***Oracle Channel****, Helena, MT)*

Conferences

UI Women's Leadership Conference 2007, 2008

Computer Services Management Symposium (CSMS) 2004 Santa Fe

Special Interest Group on University and College Computing Services (SIGUCCS) User Services Conference Portland 2001

SunGard Summit (2001 Toronto, 2006 Las Vegas)

DATABASE ADMINISTRATION EXPERIENCE

Database Administrator II*, Information Technology Services, University of Idaho 2005-present*
Currently support the database management systems, primary responsibilities include:

- Monitoring database resources, performance, security controls, & backup status
- Managing database accounts & privileges
- Reviewing/responding to database errors/logs
- Responding to non-routine application problems
- Maintaining configuration management of all application source code (PL/SQL, Pro*C, Pro*Cobol, Oracle Forms, and Unix shell scripts)
- Responding to unplanned outages
- Executing disaster recovery procedures as necessary
- Coordinating planned service outages
- Installing Oracle database software, client software, upgrades, and security patches
- Configuring logical and physical structures of the databases
- Database tuning for efficiency and performance
- Development and testing of disaster recovery processes, including backup/recover procedures
- Planning and implementation for future Oracle releases
- Development, testing, and implementation of automated procedures to support database operations

Oracle Database Administrator*, Montana Dept. of Environmental Quality* 1998 - 1999
Primary role was that of Oracle Database Administrator and system development. Duties performed include install and upgrade Oracle RDBMS and support tools. Document all database problems and monitor database performance statistics, tuning and database maintenance and recovery. Provide database problem diagnosis and resolution in all DEQ environments. Ensure that all databases meet architecture standards and specifications. Support software engineers to ensure development methodology and associated deliverables are maintained and followed for database projects. Responsible for database creation, performance testing, upgrading, import/exporting, backup and restores. Consulted in the area of application development tools;

review of application development/programming contracts; software evaluation, configuration and maintenance; and policies and procedures development. Served as technical project lead for DEQ database server consolidations project, collapsing multiple bureau databases and migrate to Enterprise-wide database solution.

OTHER TECHNICAL PROFESSIONAL EXPERIENCE

ITS Help Desk Supervisor, *Information Technology Services, University of Idaho* 2001 - 2005
Supervised 20-plus employees, duties included hiring, disciplining and dismissing student staff, prioritizing and assigning work, scheduling and coordinating staff at the Help Desk and student labs, evaluating performance reviews and ensure technical needs of student staff are met. Develop, coordinate and implement training, documented Help Desk procedures; ***mentor*** & develop student staff skills; develop, recommend and monitor budgets & control Help Desk expenditures; prepare operating policies & procedures; provide problem resolution for ITS to the university community; answer Secondary Customer Support level questions & provide technical solutions through phone, walk-ins, and e-mails.

Lecturer, *UI College of Business & Economics, University of Idaho 2001*
Lecturer for Bus 250 - Introductory Systems Development Instructor; Course was an introduction to event-driven and object-oriented systems development using Visual Basics.

Programmer Analyst, *Human Resource Information Systems, University of Idaho* 1999 – 2001
Duties included performing all aspects of development, testing, and implementation of Human Resources & Payroll Banner module application releases, programs and enhancements; resolve routine to complex programming problems and determine appropriate solutions; participate in and design applications systems; prepare system diagram and logic representation; and work with users to analyze, develop, and maintain programs; managed configuration control over modifications to vendor-provided source code and custom development; facilitated peer reviews for newly developed application modules, applied approved modifications to production environments. Developed specially designed reports and programs using C, Pro C, SQL, PL/SQL, and/or Oracle Forms 4.5 (Developer 2000); programmed and maintained HR Oracle Web based applications, i.e. Open Enrollment and Salary Model; created and modified reports and processes in accordance with UI standards; providing ad-hoc query support to end-users; documenting code in accordance with HR Systems standards, designed, maintained and coordinated HR web pages to ensure consistency with institutional standards; troubleshooted and resolved routine to complex programming problems and determined appropriate solutions; communicating with users/co-workers concerning complex issues/problems and analyzed optional methods for reaching desired outcomes;

Technical Services, *Inacom Information Systems, Great Falls, Montana* 1997 - 1998
Provided hardware & software technical support services via the phone and on-site to business and local schools. Assisted in the analysis and setup of networks/systems, provided consulting, planning, design, and implementation of client-server based technology solutions from desktop to data center for businesses in and around the Great Falls, Montana area; assisted in the maintenance of existing Inacom clientele network/systems providing sales, service and support and ongoing training and education.

Howard Erdman
(b)(6)

Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501
208/792-2456

Professional Employment

2007-Present	Adjunct Instructor, Lewis-Clark State College, Lewiston, ID
2006-Present	Director of Institutional Planning, Research, and Assessment, Lewis-Clark State College, Lewiston, ID
2003- 2006	Coordinator, Office of the Provost, Washington State University, Pullman, WA
2006- Present	Affiliate Associate Professor of Higher Education- Department of Educational Leadership and Counseling Psychology, Washington State University, Pullman, WA
2001-2003	Director of Institutional Studies and Planning, Navarro College, Corsicana, TX
1999 to 2001	Director of Institutional Research and Strategic Planning, El Paso Community College, El Paso, TX
1977 to 1999	Tenured economics/business instructor, Southwest Texas Junior College, Uvalde, TX
1991	Adjunct accounting instructor, Sul Ross State University, Rio Grande Campus, Uvalde, TX
1977	Adjunct economics instructor, University of Houston-Downtown Campus, Houston, TX.
1976 - 1977	Research assistant, University of Wyoming, Laramie, WY
1974 - 1976	Teaching assistant, economics, University of Houston, University Park, Houston, TX

Refereed Publications

Erdman, H., & Ogden, W. R. (2000). Reconsidering William Rainey Harper as the "Father of the Junior College." College Student Journal, 34(3), 434-439.

Erdman, H., & Campion, W. (Fall, 1999). Free speech and the public employee under Connick v. Myers: A survey of the circuits. Southern Law Journal, 9(1), 46-57.

Ogden, W. R., Campion, W. J., Truelock, A., & Erdman, H. (1999). Responding to job related stress. Catalyst for Change, 28(3) 5-7.

Campion, W. J., Mason, D., & Erdman, H. (2000). How faculty evaluations are used in Texas community colleges. Community College Journal of Research and Practice, 24(3), 169-179.

Curry, L., & Erdman, H. (1995). The uniform standards of appraisal practice: A means to an end of divergent appraisals in Tax Court. Proceedings: Southern Academy of Legal Studies in Business.

Curry, L., Skekel, T., Fulkerson, C., & Erdman, H. (1994). Environmental issues: How they impact accounting, auditing, and tax in the U.S., Canada, and Europe. Proceedings: Southern Academy of Legal Studies in Business.

Sipes, D., & Erdman, H. (1996). Privacy, privilege, and confidentiality: Dimensions of counseling. Proceedings: Southern Academy of Legal Studies in Business.

Professional Presentations

Erdman, H., & Campion, W. J., (1999). Presented paper entitled "Free speech and the public employee under Connick V. Myers: A Survey of the circuits. Southern Academy of Legal Studies in Business Annual Meeting, Houston, TX.

Erdman, H. (1997). Presented paper entitled "The evolving role of the accountant in environmental audits: At the paradigmatic crossroads." Southern Academy of Legal Studies in Business Annual Meeting, New Orleans, LA.

Sipes, D., & Erdman, H. (1996). Presented paper entitled "Privacy, privilege, and confidentiality: Dimensions of counseling." Southern Academy of Legal Studies in Business Annual Meeting, San Antonio, TX.

Curry, L., & Erdman, H. (1995). Presented paper entitled "The uniform standards of appraisal practice: A means to an end of divergent appraisals in Tax Court." Southern Academy of Legal Studies in Business Annual Meeting, Houston, TX.

Curry, L., Skekel, T., Fulkerson, C., & Erdman, H. (1994). Presented paper entitled "Environmental issues: How they impact accounting, auditing, and tax in the U.S., Canada, and Europe." Southern Academy of Legal Studies in Business Annual Meeting, Dallas, TX.

Curry, L., & Erdman, H. (1993). Presented paper entitled "The issue of constructive knowledge in innocent spouse cases." Southern Academy of Legal Studies in Business Annual Meeting, New Orleans, LA.

Curry, L., & Erdman, H. (1992). Presented paper entitled "Divorce, remarriage, and federal tax collection in Texas." Southern Academy of Legal Studies in Business Annual Meeting, San Antonio, TX.

Professional Experiences

- Elected vice-chair of the Census Information Center Steering Committee, February 2001
- Taught "Federal Tax Consequences of Divorce" component for Divorce Mediation Training Seminar for Southwest Family Institute, Dallas, Texas, 1994.
- Member of Texas Faculty Association Executive Committee, 1996 – 98.
- Member of Texas State Teachers' Association (TSTA) Legislative Political Advocacy Committee, 1997- 1999.
- Elected delegate to TSTA House of Delegates, 1996, 1997.
- Acknowledged reviewer for Economics, 3rd Ed. West Publishing, 1996.
- Member of the Strategic Planning Team, Southwest Texas Junior College, 1984 – 89.
- Member of steering committee for SACS accreditation, Southwest Texas Junior College, 1982 - 84.
- Chair of economics section of Texas Junior College Teachers Association, 1989.
- Vice Chair of economics section of Texas Junior College Teachers Association, 1987, 1988.
- President of Faculty Association, Southwest Texas Junior College, 1988 – 89.

- Vice-President of Faculty Association, Southwest Texas Junior College, 1987 - 88.
- Co-chair of economics section of Texas Junior College Teachers Association, 1978.
- Chaired and served as member of numerous committees at Southwest Texas Junior College, El Paso Community College, Navarro College and Washington State University.
- Secretary/treasurer, Sotol Drilling and Production.
- Testified as expert witness in personal damage law suits.
- Veteran, U.S. Navy, honorable discharge.

Professional Memberships

Texas Community College Teachers' Association (1986- 1999)
Omicron Delta Epsilon (Economics honor society)
Southern Business Law Association (1990 – 99)
Texas Association of Institutional Research (1999-2003)

Education

Ed. D.	Texas A&M University-Commerce, Supervision, Curriculum and Instruction, Department of Secondary and Higher Education, 2002
Master of Professional Accountancy (M.P.A.)	Accounting, University of Texas at San Antonio, 1995
Master of Arts (M.A.)	Economics, University of Houston, 1976
Bachelor of Arts (B.A.)	Economics, University of Houston, 1974
Associate of Arts (A. A.)	San Jacinto College, Pasadena, Texas, 1969
Postgraduate	Accounting/economics, University of Houston, 1989
Postgraduate	Business/economics, Sul Ross State University, Uvalde Study Center, Uvalde, TX 1982 - 88
Teacher Certification	Social science/economics, Texas State University, San Marcos, TX, 1986 - 87

Celeste McCormick

(b)(6)

Summary Information Technology manager and software programmer responsible for maintaining and supporting a college-wide enterprise resource planning (ERP) system.

Professional Experience

Manager of Administrative Computing, July 2008 - present
Lewis-Clark State College, ranked one of the top public colleges in the West
Direct, supervise and implement hardware and software support of administrative and student systems.

- Promoted to manager of the four-person Administrative Computing unit after 18 months of supervising two Programmer/Analysts.
- Serve as project manager and lead developer for major software upgrades.
- Manage the unit's workload; assign and track the tasks and projects of all team members.
- Collaborate with customers to design programming solutions for business processes.
- Chair the advisory committee that provides policy and guidance for use of the system.
- Implement and maintain development methodology and documentation standards.

Newsletter Editor (volunteer), 2005 – present
Spina Bifida Association of Washington State, a disability-advocacy non-profit
Write, edit and compile articles in the newsletter issued six times per year. Utilized the chapter as a case study for my master's thesis and developed a comprehensive fundraising plan for the organization.

Systems Analyst Supervisor, July 2006 – June 2008
Lewis-Clark State College
Promoted to supervisor of two Programmer Trainees after developing and administering their six-month training program. Continued handling my own programming projects while delegating and managing employee assignments. Completed a four-day Applied Leadership professional development course from Boise State University.

Programmer/Analyst, May 2005 – June 2006
Lewis-Clark State College
Supported and improved administrative and student systems by completing programming assignments and development projects. Served as project manager and lead developer during a significant version upgrade of the college's online student records application. Developed and administered a six-month training program for two new programmers.

Programmer and User Liaison, May 2003 – May 2005
SunGard Collegis (at Seattle University) to which the IT department was outsourced
Supported Enrollment Services with the implementation, customization and reporting required to support the use the student information system.

- Designed, wrote and tested new and customized enhancements to the software.
- Facilitated end user testing and training.
- Evaluated Registrar procedures to automate and improve process efficiency.
- Served as the main resource in Enrollment Services for the student information system.

Programmer, July 2001 – May 2003
Seattle University, the largest independent university in the Northwest
Maintained and enhanced administrative and student systems.

- Completed a yearlong training program in eight months.
- Retrofitted the University's data reporting tools for a new graphical user interface.
- Wrote the documentation set for the University's data reporting tools.
- Designed and programmed reporting tools to audit student data.

Sr. Technical Buyer, September 2000 – June 2001
Seattle University
Generated and tracked technology purchase orders for all campus departments. Procured technical assets, including hardware and software, for all departments on campus. Established and managed a central receiving system to coordinate installation with the hardware/software support team. Maintained the university's call accounting system and generated monthly phone bills for all departments on campus.

Sr. Administrative Assistant, October 1999 – August 2000
Seattle University
Performed receptionist and office management duties for the department of Information Technology and provided direct assistance to the Associate Vice President/CIO. Supervised student employees, including coordinating their schedules and overseeing their workloads. Maintained the university's call accounting system and generated monthly phone bills for all departments on campus.

Production Manager, November 1995 – August 1999
The Huckleberry People, a growing gift and candy company
Supported myself during college by working nearly full-time. Started on the candy line and was promoted to manager of the candy kitchen. Scheduled and facilitated the production of over 30 products. Trained new line workers. Produced a kitchen manager manual complete with recipes and instructions for all of the position's duties.

Education/ Training

Master of Public Administration, University of Idaho - May 2009
Bachelor of Arts, English Literature, University of Montana - May 1999
Bachelor of Arts, History, University of Montana - May 1999

Ken Campbell
Dean, Information Technology Services

(208) 732-6243 (W)
kcampbell@csi.edu

Areas of Knowledge and Experience

- Computer Networks
- Software Programming
- Information Systems Design
- Research Methods
- Project Management
- Proposal Writing & Budgeting
- Telecommunication Systems
- Longitudinal Student Tracking
- Outcomes Assessment & Institutional Effectiveness
- Computer Utilization & Support

Employment History

College of Southern Idaho, Twin Falls, Idaho

1996 - Present	Dean of Information Technology Services
1993 - 1996	Director of Institutional Research and Computing Resources
1992	Director of Institutional Research
1991	Coordinator of Institutional Research

Sorg Associates, Orono, Maine

1986 - 1991	Research Associate

University of California-Irvine, Irvine, California

1986	Research Assistant, Dr. Michael Burton
1986	Research Assistant, Dr. David Easton
1984	Research Assistant, Dr. Frank Cancian
1980 - 1985	Teaching Assistant, School of Social Sciences

- Courses: Statistics, Anthropology, Sociology, Geography

Education

Ph.D. 1986 University of California-Irvine
School of Social Sciences, GPA 3.9

- Dissertation: "Relative Priorities in Residential Location Choice: The Case of a Fast-growing Non-metropolitan County"
- Program emphasized quantitative analysis and research methods
- Cross-cultural experience, familiar with Spanish

B.A. 1979 University of Redlands
Major: Sociology/Anthropology, GPA 3.4
Minor: Mathematics

Employment Highlights

1991 - Present College of Southern Idaho
Dean of Information Technology Services *(current position)*

- Design and manage technology enhancement projects; these have included:
  - conversion and implementation of primary management information system
  - migration from a legacy telephone system to VoIP
  - implementation of voice mail and e-mail systems
  - implementation of new microwave communication links and subsequent conversions of existing analog microwave links to digital links
- Interface with college departments to ensure information technology resources are effectively supporting the college mission and operations.
- Develop and maintain network system architecture, defining standards and protocols for data exchange, communications, software and interconnectivity of network information systems.
- Serve as project director for activities funded through federal and local grants; these have included:
  - improvement of administrative management system through a Title III grant award
  - enhancement of the college's telecommunication system through a congressionally directed grant
  - development of telecommunication links at high schools through an Albertson's Foundation grant
- Manage and direct the college's information and communication systems and projects including data, voice and video distribution networks.
- Manage and direct the college's technical support systems for the operation and security of the information technology resources.
- Develop reports with appropriate statistical measures in response to variety of internal and external information requests
- Develop and enhance components of institutional effectiveness program.
- Design, develop and maintain longitudinal student tracking system.
- Key participant in accreditation self-study and ongoing assessment.
- Assist with campus strategic planning activities and grant development.
- Prioritize and respond to external and internal informational requests and develop standard and ad hoc reports as required.
- Participate with executive council to develop and articulate college vision and strategic direction.
- Hire, prioritize tasks and evaluate department staff and manage $1.4 million budget.

1986 - 1991 Sorg Associates
Research Associate

- Designed, managed, analyzed and presented findings for special-request research projects.
- Developed information system software and user documentation, and provided support for customer base.
- Consulted on computer hardware/software needs, some of which led to the development of customized software.
- Designed and managed ongoing research projects with periodic reporting.

- Developed project proposals and prepared budget estimates.

1991 - Present College of Southern Idaho
Dean of Information Technology Services *(current position)*

- Develop reports with appropriate statistical measures in response to variety of internal and external information requests
- Serve as project director for activities funded through federal and local grants; these have included:
  - improvement of administrative management system through a Title III grant award
  - enhancement of the college's telecommunication system through a congressionally directed grant
  - development of telecommunication links at high schools through an Albertson's Foundation grant
- Develop and enhance components of institutional effectiveness program.
- Design, develop and maintain longitudinal student tracking system.
- Key participant in accreditation self-study and ongoing assessment.
- Assist with campus strategic planning activities and grant development.
- Prioritize and respond to external and internal informational requests and develop standard and ad hoc reports as required.
- Participate with executive council to develop and articulate college vision and strategic direction.
- Manage and direct the college's information and communication systems and projects including data, voice and video distribution networks.
- Manage and direct the college's technical support systems for the operation and security of the information technology resources.
- Hire, prioritize tasks and evaluate department staff and manage $1.4 million budget.
- Design and manage technology enhancement projects; these have included:
  - conversion and implementation of primary management information system
  - migration from a legacy telephone system to VoIP
  - implementation of voice mail and e-mail systems
  - implementation of new microwave communication links and subsequent conversions of existing analog microwave links to digital links
- Interface with college departments to ensure information technology resources are effectively supporting the college mission and operations.
- Develop and maintain network system architecture, defining standards and protocols for data exchange, communications, software and interconnectivity of network information systems.

1986 - 1991 Sorg Associates, Research Associate

- Designed, managed, analyzed and presented findings for special-request research projects.
- Developed information system software and user documentation, and provided support for customer base.
- Consulted on computer hardware/software needs, some of which led to the development of customized software.
- Designed and managed ongoing research projects with periodic reporting.
- Developed project proposals and prepared budget estimates.

Connie G. Black

(b)(6)

SUMMARY OF QUALIFICATIONS

- Manager with over seventeen years experience in Higher Education student services.
- Skilled in maintaining student records with an extensive knowledge of academic policies and FERPA regulations.
- Excellent background in use and development of ERP system as a functional analyst.
- Experienced in state, federal and ad hoc reporting.
- Proven ability in supervising staff, communicating effectively and working on teams to meet goals and objectives.

PROFESSIONAL EXPERIENCE

College of Western Idaho, Nampa, ID
Registrar – 2/2008 - Present

- Oversee maintenance and ensure integrity of student record and transcripts.
- Adhere to and enforce FERPA guidelines and train faculty and staff.
- Collaborate with administrators, faculty and staff on student service issues, academic policies and procedures and questions.
- Provide data for IPEDS, State, Federal, institutional and ad hoc reporting requirements
- Hire, supervise and coordinate Registrar's Office staff.
- Manage office budget.
- Participate on college committees such as curriculum, commencement, academic calendar, and appeals.
- Develop and publish college catalog and class schedule.

Larry Selland College of Applied Technology at Boise State University, Boise, ID
Student Records Manager – 7/2006 – 2/2008

- Manage team responsible for admitting, registering and maintaining records for students in professional technical programs.
- Work with Enrollment Management and Student Success team to develop admission and student records policies and coordinate other activities to meet unit goals.
- Interpret, explain and apply academic policies to students, faculty and staff and enforce FERPA regulations.
- Prepare required state and federal reports for Idaho Division of Professional-Technical Education and coordinate with university on 10th day enrollment numbers.
- Report data internally for enrollment management and ad hoc purposes.

- Implement new initiatives such as transfer evaluation for technical credits, communication flow to students, and degree completion tracking.
- Develop communications and publications for students, parents, faculty and staff.
- Coordinate with faculty to develop first semester schedules for incoming students, including checking for time conflicts and requisite issues.
- Support faculty advisors by providing training opportunities and assisting with registration and degree completion issues.
- Act as Applied Technology functional representative for ERP system, including assuming data steward responsibilities and system testing for patches and fixes.
- Represent Larry Selland College on various teams and committees.

• *Continued…*

Boise State University, Boise, ID
Management Systems Coordinator – 1/2004 – 7/2006

- Coordinated development, enhancement, and maintenance of the PeopleSoft Student Records Module.
- Processed grades and participated as member of online grading implementation team.
- Set up course locations in ERP system for class scheduling.
- Served as a liaison with OIT staff to trouble-shoot system problems and develop enhancements.
- Documented student records business processes and functionality.
- Trained faculty and staff on new processes.
- Provided 10th day and end of term reports and other queries and reports as needed.
- Coordinated projects with functional analysts from Admissions, Campus Community, and Financial Aid modules.

Boise State University, Boise, ID
Transcript Evaluation Supervisor – 10/1999 – 1/2004

- Managed graduation and transfer credit evaluation processes.
- Served on degree audit implementation team.
- Participated as member of Registrar's Office Leadership Team.
- Hired, trained and provided performance reviews for a staff of six evaluators.
- Developed and documented business processes.
- Planned for the university commencement ceremony and ordered diplomas and supplies.
- Created and maintained transfer equivalency database and monitored transfer articulation agreements.
- Maintained relationships with other Student Affairs offices, Extended Studies and Applied Technology.

Boise State University, Boise, ID
Transcript Evaluator, Senior – 10/1992 – 10/1999

- Processed graduation and transfer credit evaluations.
- Evaluated military, test and other experiential learning credit.
- Explained university requirements and policies to students, faculty and staff.

EDUCATION

Bachelor of Arts, Social Science, Liberal Arts; Boise State University (1996)

COMPUTER SKILLS

Job Specific Training:	2006 Relational Database Design 2006 SQL: Fundamentals of Querying and Advanced Querying 2004 STAT End User Training
Software:	Jenzabar EX, Datatel Colleague, PeopleSoft HRLS 8.0, PeopleSoft Query Tool, PL/SQL Developer, Infomaker, Business Objects – InfoView, STAT 5.2, MS Access, MS Excel, MS Word, MS Publisher, GroupWise, Adobe Acrobat 7.0 Professional, SnagIt

Kim Channpraseut
Phone (208) 562-3289 • E-mail kimchannpraseut@cwidaho.cc

SKILLS

- Information Technology Manager with 8 years of Higher Education experience.
- Excellent communication, multitasking, organizational, and time management skills.
- Experience managing a large-scale ERP software implementation.

EXPERIENCE

2008–Present College of Western Idaho
Nampa, ID
Enterprise Application Services Manager

- Manage a team of technology professionals responsible for the implementation, development, enhancement, integration and support of CWI's Strategic Academic Enterprise system.
- Establish procedures and standards for software selection, development methodology, implementation, and utilization of enterprise application systems.
- Review system design and processing activities with end-users and administration to ensure business requirements are being met.
- Manage the integration of vendor software and consultant tasks in addition to tracking and reviewing vendor deliverables.
- Lead project teams to efficiently meet campus information technology needs.
- Prepare budget and control expenditures.

2002–2008 The College of Idaho
Caldwell, ID
Systems Programmer Analyst III

- Lead projects involving the support of the college's Datatel ERP system.
- Administer the integrated information systems (Colleague and ancillary systems).
- Act as senior programmer/project leader, providing technical advice and consultation on complex analysis and programming applications.
- Provide application system support and training for Admissions, Advancement, Business Office, Financial Aid, Human Resources, Registrar, and other departments utilizing Datatel Colleague software.

- Analyze, identify, evaluate, and develop/design processes that meet user's needs.
- Participate in software selection and implementation of 3rd party software.
- Monitor, download, and install system upgrades, updates, and fixes.
- Extract, analyze, and interpret data based on the organizations business rules.
- Create, modify, and analyze custom programs utilizing UniBasic and UniQuery.

2000–2002 Idaho Transportation Department
Boise, ID
Programmer Analyst/Intern

- Redesigned and maintained an Access database; developed structure, tables, queries, forms, and reports.
- Designed and maintained websites; developed site architecture, forms, graphics, and interactive content.

EDUCATION

Boise State University
Boise, ID

B.B.A., Computer Information Systems, May 2002

Related Coursework

- Data Warehousing, Project Management, Advanced Data Management Topics, Information Resource Management, Electronic Commerce, Telecommunications, System Analysis and Design, and Database Design.

(b)(6)

PHONE (208) 769-7812 • E-MAIL ANN_LEWIS@NIC.EDU

ANN S. LEWIS

EDUCATION

UNIVERSITY OF IDAHO, 1984
Bachelor of Science in Business, Finance

UNIVERSITY OF IDAHO, 2006
Master's Degree in Adult and Organizational Learning

CURRENT EXPERIENCE

NORTH IDAHO COLLEGE, 2008-present
Office of Institutional Effectiveness

Director of Institutional Effectiveness
Coordinate, manage and conduct institutional research and assessment activities that support and enhance informed decision making, strategic planning, institutional assessment, and accreditation. Make recommendations based on statistical analysis of data and interpretation of results. Prepare and participate in the presentation of research reports to audiences internal and external to the college. Interact with state and regional agencies on matters related to institutional research, strategic planning and state performance measures.
Act as the direct link and reporting agent to the college administration on matters related to data and research bearing on the college's overall effectiveness. Compile, analyze, interpret and disseminate quantitative and qualitative data. Ensure the integrity of institutional data and information produced and reported by the college. Acquire, manipulate, develop, and maintain longitudinal data sets, verifying accuracy and consistency over time, in the context of evolving requirements regarding reporting institutional facts. Develop, construct and maintain large, relational databases. Extract and analyze data from the college's databases and other databases external to the college. Coordinate with staff from other college offices to maintain, update and manage data definitions and databases.

PRIOR EXPERIENCE

NORTH IDAHO COLLEGE, 2001-2008
Office of Planning, Assessment and Research

Institutional Research Specialist
Responsible for coordinating and conducting institutional research and assessment activities that provide data to support and enhance informed decision-making, strategic planning, outcomes assessment, and institutional accreditation. Maintain the integrity of institutional data and information produced and reported by the Office of Planning, Assessment and

Research. Coordinate with other offices on what institutional data is available. Maintain databases for institutional research purposes.

Actively participate in a new student system implementation (Datatel Colleague). Play a key role in bringing DataMarts to the College. Manage Census DataMart to store point-in-time data. Participate in the administering of surveys. Collect, develop, analyze and report data and other information for college, state and federal reports.

NORTH IDAHO AIDS COALITION, 2004

Database Administrator
Responsible for donor database for the non-profit organization.

NORTH IDAHO COLLEGE, 1994-2001
Information Technology

Network Systems Manager
Responsible for new systems, maintenance and major enhancements of existing systems, budget and capacity planning. Systems include network servers, phone service, WAN connections, Internet connection, cable and network device infrastructure. Supervise four professionals. Manage multifaceted projects. Work closely with vendors for support, purchasing and consulting. Perform system administration tasks and provide leadership in campus computing decisions.

UNIVERSITY OF IDAHO, 1985-94

Network Specialist, 1991-94
Computer Services

Records Manager, 1986-91
Engineering Outreach

Office Coordinator, 1985-86
Civil Engineering

PROFESSIONAL ORGANIZATIONS

Pacific Northwest Association for Institutional Research and Planning (PNAIRP)
Rocky Mountain Association for Institutional Research (RMAIR)
Association for Institutional Research (AIR)

CONFERENCE PRESENTATIONS

(2007) **Using DataMarts as Part of Your Reporting Strategy,** PNAIRP 2007 Conference, Victoria, British Columbia, Canada.
(2006) **Unit Peer Comparators in Higher Education: A Case Study,** RMAIR 2006 Conference,
Park City, Utah.
Last updated: November 18, 2009

(b)(6)

LISA K. CLARK

ACCOMPLISHMENTS

Instrumental in designing and developing the data marts at North Idaho College. This involved research, analysis and design, training on ETL tools, database, table, and view creation in a Microsoft SQL Server environment utilizing Transact SQL, model development and deployment in Visual Studio to SQL Server Reporting Services, and SQL Server Integration Services package creation for daily schedule automation and summary table creation. Member of the Institutional Reporting Strategy Team and assisted in implementing the concept of Information Centers with designated report authors across campus.

Successfully converted from the legacy Student System to Datatel Colleague Student. The 24 month project entailed numerous project team meetings to define and build system codes, parameters, and rules, data conversion mapping, custom Envision code, application and technical trainings, project management, module implementation, standards documentation, and end user training. Presently lead the Datatel Systems Management Group which was created to address data integrity, consistency of use, and coordination efforts within the ERP.

Participated in two major system upgrades to the Datatel ERP environment. The migration to Release 17 entailed the loading of over 800 software updates and major system enhancements to the Human Resources and Payroll application modules; 18 months to migrate to Release 18, where I was responsible for converting several hundred custom computed fields in support of reporting, system rules, and communications management.

SKILLS

Software project management, organization, and communications; project lead, research, analysis and design, coding and testing, user instruction, documentation development; systems implementation, integration, and administration; user security and account administration; end user application support; Datatel Colleague, Envision, QueryBuilder, Uniquery, Unidata, ETL tools, Microsoft SQL Server 2005, Transact SQL, Visual Studio, Reporting Services, Integration Services; Microsoft Office Word, Excel, Project, Visio, SharePoint, Access, PowerPoint, Outlook.

EXPERIENCE

Manager of Applications Development July 2009 – Present
North Idaho College, Coeur d'Alene, Idaho

Responsible for recommending, acquiring, developing, interfacing, and maintaining automated information systems for integration into the college's business and instructional needs. Manage software service requests and their prioritization including proper scheduling of

information systems services provided by the IT Analysis and Programming staff. Manage major systems integration and implementation projects. Responsible for database administration for college wide databases and their metadata. Work with system users to maintain data integrity through proper security, proper data structures, proper input procedures, and training.

Interim Manager of Applications Development March 2009 – June 2009
North Idaho College, Coeur d'Alene, Idaho

Interim manager of Analysis and Programming team, manage software service requests and scheduling, project prioritization, assignment, and communications to management, request process redefinition, initial planning and assessment of team's training needs, goals, service blocks, and roles.

Sr. Systems Analyst/Programmer December 1998 – February 2009
North Idaho College, Coeur d'Alene, Idaho

Project manager for major and minor systems implementation, integration, and reporting projects. Analysis, design, development, and administration of data mart reporting environment. Provide end user application support and training including user account creation, security rights, rule writing, data retrieval and analytics, business process and workflow definition, and standards documentation.

Applications Analyst March 1993 – November 1998
Group Health Northwest, Spokane, Washington

Gather and define user business requirements, perform analysis and design of Windows applications, develop logical data models, testing and QA, develop documentation, and provide user training of completed applications. Develop ad-hoc reports from data warehouse utilizing report query tools. Define project tasks, coordinate team resources, monitor time lines, facilitate meetings, and perform post-implementation reviews.

Systems Consultant January 1991 – March 1993
Clark Data Services, Yakima, Washington

Sole proprietor of Clark Data Services. Provide consulting and programming services to area clients, primarily in inventory, order entry, and accounting systems.

Data Processing Manager September 1989 – July 1990
Yakima Herald-Republic, Yakima, Washington

Systems Manager of an HP-3000, 28 user capacity. Oversee system operations. Provide user support for mainframe applications. Generate applications and ad-hoc reports using COGNOS software.

Data Processing Manager May 1987 – August 1989
Jack Frost Fruit Company, Yakima, Washington

Complete system generation and installation of DEC Micro PDP 11/73, RSTS/E, 8 user capacity. Manage system operations. Provide training and user support. Analysis and design of new systems development, programming in DIBOL. Payroll, Accounts Payable, Accounts Receivable, General Ledger, inventory, and order entry.

EDUCATION

Business Administration, Bachelor of Science August 1982 – June 1984
Central Washington State University, Ellensburg, Washington
GPA 3.78 Graduated Magna Cum Laude with a minor in Data Processing

Business Administration August 1980 – June 1982
Washington State University, Pullman, Washington
GPA 3.28

DOUGLAS D. DePRIEST, PMP
(b)(6)
Work: (208) 604-4795
(b)(6)

PROFILE

Project Management Professional (PMP), with expertise in the following areas:

- IT Project Management, configuration management, and process improvement
- Network Administration, desktop/hardware support, software support
- Personnel Management, negotiation, problem-solving, and team building
- Resource Management, budgeting, contracting, and contract supervision
- Strong skills in problem resolution, communication, and staff development
- Self-motivated, resourceful, and calm under pressure
- Strong ability to make data-driven, strategic decisions on resource allocations across the entire spectrum of programs, projects, and initiatives

EXPERIENCE

Director of Planning and Information Mgt, Eastern Idaho Technical College, 2004 – Present

- Chief Information Officer & Chief Security Officer for the college and it's associated sites
- Project Manager for the campus Datatel Colleague ERP system implementation and Chairman of the on-going Colleague Oversight Committee
- Provided leadership and project management in the campus infrastructure conversion, moving from Novell services to a Microsoft Network environment
- Improved internal tracking of budgets, implemented cost-saving measures and consolidated IT-related spending in order to streamline cost centers and add efficiency
- Extensive review of program funds to determine cost-saving opportunities and areas of potential investment
- Implemented models to ensure appropriate evaluation of new products and services that assure effective use of state funds and address return on investment, cost balancing, etc
- Developed and implemented numerous policy, plans, and procedures documents ensuring compliance with applicable state and federal directives and embedding efficiency
- Determined appropriate staffing models and worked to adjust personnel accordingly
- Facilitate all campus long range and short term planning efforts
- Conduct data gathering, consolidation, evaluation and research efforts and compile and submit applicable reports across the campus spectrum

Health Preparedness Planner, Southeastern District Health Department, 2003- 2004

- Developed and reviewed district emergency response documentation ensuring compliance with Federal Emergency Management Agency (FEMA), Centers for Disease Control, FBI, and Homeland Security guidelines across an eight-county area
- Wrote and approved Memorandums of Understanding or Agreement with numerous community partners including elected, professional, and volunteer entities
- Coordinated community volunteer groups for activation during emergency situations
- Developed and published training outlines and documentation for professional and volunteer entities
- Deputy Incident Commander, planning and coordinating all response efforts for man-made and natural disasters encompassing an 8-county area

Program Manager, Air Traffic Automation Systems, U.S. Air Force (USAF), 2000 – 2003

- Managed annual operations, research, and maintenance budget exceeding $10 million
- Directed over 30 personnel in various projects, including two Federal Government contractors
- Developed and maintained project plans, system documentation, and process documentation
- Led significant changes in organizational structure to improve efficiency and effectiveness
- Made key decisions on project and program commencement, continuation, modification, and/or termination

DoD Lead, National Airspace System Automation and Training, Headquarters USAF, 1996-2000

- Served as Department of Defense (DoD) Automation Lead and overall USAF lead during the most extensive overhaul of air traffic systems in USAF history
- Worked extensively with government contractors, military agencies, and the Federal Aviation Administration (FAA) to develop and implement the joint FAA/DoD air traffic control replacement system
- Coordinated and negotiated extensively with other services, major commands, and government contractors to ensure timelines and resource allocations were appropriate
- Provided product review and acceptance for the DoD on air traffic automated systems, and for the USAF on all materials, specifications, and documentation
- Developed, evaluated, and distributed all training products related to air traffic control automation systems, including paper-based and computer-based products
- Conducted numerous compliance audits at local, regional, and Air Force levels
- Developed and maintained USAF directives and policies affecting over 4,000 personnel

EDUCATION, PROFESSIONAL CREDENTIALS & AFFILIATIONS

MBA, Project Mgt emphasis, American Graduate University, Covina, California, planned Jun 2010

Graduate Certificate in Management, American Graduate University, Covina, California, 2009

B.S., Management/Computer Information Systems, Park University, Parkville, Missouri, 2002

Project Management Professional (PMP), 2003

Configuration Management (CM) Certified (CMII Methodology), Institute of CM, 2001

Certified Software Test Professional (CSTP), International Institute for Software Testing, 2001

Software Lifecycle Management Certificate, Air Force Institute of Technology, 2003

Certificate of Course Completion CISSP, 2006

650 West State Street
PO Box 83720
Boise, Idaho 83720-0027

PHONE: (208) 332-6892
FAX: (208) 334-2228
EMAIL:
JCROMERO@SDE.IDAHO.GOV

JOHN ROMERO

EXPERIENCE

1995–2000 Boise State University Boise, ID

Teacher Train the Trainer Program Faculty Member

- Taught teacher educational technology classes in the train the trainer program (Excel-Spreadsheet, Access - Database, PowerPoint - Multimedia Presentations and JavaScript Programming).
- Managed a state wide computer donation program.

2000–Current Idaho State Department of EducationBoise, II

Data Services Coordinator

- Started as purchasing manager for Albertson's $10 million technology grants for school districts.
- Assisted in managing web based data collections.
- Non- fiscal Federal and State reporting coordinator.
- Manage ad-hoc reporting request for Education staff
- Federal EDFacts/Consolidated State Performance Report (CSPR) coordinator.

EDUCATION

1993–1996 Boise State University Boise, ID

- M.S., Educational Technology.

TECHNICAL SKILLS

SQL Query Language, Stored Procedures Microsoft's SQL 2000/2005 server, Basic programming in Microsoft's .asp language, Excel charting, data analytics.

(b)(6)

(208) 332-6937
JTAKATA@SDE.IDAHO.GOV

JIMMY TAKATA

EXPERIENCE

2009 - Present Idaho State Department of Education
Boise, ID

Educational Technology Coordinator

- Provides direction and guidance on the integration of educational technology into Idaho K-12 public schools to help build 21st century skills
- Title II-D Enhancing Education Through Technology program
- State Educational Technology funds for K-12 public schools
- Qwest Foundation for Education grant

2006 - 2009 Micron Technology, Inc.
Boise, ID

Workforce Development Specialist

- Working in the fast-paced, and highly technical semiconductor industry with **agility and poise**.
- Effectively **leading and facilitating** a globally comprised Training team to address critical company goals.
- Well versed in **Instructional Design** with a passion for **e-Learning.**
- Experience with **Kepner-Tregoe Project Management and Problem-Solving** techniques.
- **Developing complete training packages and programs** for audiences with varying levels of skills and experience on a global stage.

2001 - 2006 Stoel Rives LLP
Boise, ID

MIS Help Desk/Trainer

- **Developed and coordinated** employee software training.
- Provided **top-notch technical support** for an office of 42.
- Maintained 75 Windows-based user workstations, laptops, and peripherals.
- Extensive knowledge of Microsoft Office 2003 suite.

1999 - 2000 Boise State University
Boise, ID

Graduate Assistant

- Worked with Donna Vakili in support of the **BSU Technology Outreach Program.**
- Worked intensively with the **Wilder School District (K-12)** to improve student achievement as part of a **Goals 2000 technology grant.**
- **Taught 2 different workshops**:
  - Internet 1: Telecommunications for Educators
  - Beginning Web Page Design with Front Page 2000
- Interned with Dr. Connie Pollard in support of TE 208.

1997-1999 La Grande Public Schools La Grande, OR
Title 1 Educational Assistant

- Worked closely with **K - 6 Title 1** students on reading and math.
- Followed teacher developed lesson plans and provided **prompt feedback** on student needs.

1993-1997 Salem-Keizer School District Salem, OR
Instructional Assistant

- Worked with 25-32 students ranging from K - 5th grade in various subjects.
- Worked closely with staff to implement lesson plans and to **improve student achievement**.
- One year was spent working **1-on-1 with a Special Needs student**.

EDUCATION

1989-1993 Willamette University Salem, OR

- **B.A., Psychology**

1999-2003 Boise State University
Boise, ID

- **M.S., Educational Technology**

AWARDS AND NOMINATIONS

1999-2003

- Dean's List, Boise State University, Master's of Education, Educational Technology (4.0 GPA).

2000

- **National** Dean's List member.

Carissa Moffat Miller
650 West State Street
Boise, ID 83720-0027
(208) 332-6901 (W)
CMller@sde.idaho.gov

Education *

Doctor of Philosophy University of Idaho,
May 2009
Major: Education
Emphasis: Adult and Organizational Learning
Dissertation: *"The Role of Adult Education Participation in Successful Aging"*

Master of Arts University of Wyoming,
December 1999
Major: Sociology
Minor: Statistics
Thesis: *"Battlement Mesa, Colorado: The Second Evolution"*

Bachelor of Journalism University of Nebraska-Lincoln, May 1992
Major: News Editorial
Minors: English, Sociology, History

Professional Experience *

Idaho State Department of Education **Boise, Idaho**
Deputy Superintendent, Assessment Division **(2009 – present)**

- Oversee the state assessments for Idaho including the National Assessment of Education Progress (NAEP), Idaho Standards Achievement Tests (ISAT), the alternate assessment for ISAT (ISAT-Alt), and the Idaho English Language Assessment (IELA).
- Responsible for an annual budget in excess of $7.1M ($2.7M in state funds and $4.4M in federal funds).
- Supervise four full-time coordinators and one full-time program specialist.
- Additional budget oversight of Idaho's portion of federally awarded assessment grants:
    - "Evaluating the Validity of the English Language Proficiency Assessments" (EVEA) – The US Department of Education awarded $1.6M to Idaho, Montana, Washington, Indiana and Oregon with EdCounts, to study and construct validity frameworks for English language proficiency assessments. (October 2009 – March 2011)
    - "Alternate Assessment Design - Reading" (AAD-R) – A U.S. Department of Education grant for $1.4M to Idaho, Utah, and Kansas with SRI International to design an on-demand performance task assessment for the most significantly cognitively disabled students in reading (October 2009 – March 2011)

- "Electronic Center for Alternate Assessment Scoring" (ECAAS) –A U.S. Department of Education grant of $1.5M to Idaho to build an online scoring system for alternate assessments. (October 2007 – September 2010).
- "Alternate Assessment Design - Math" (AAD-M) – A U.S. Department of Education grant for $1.4M to Idaho, Utah, and Florida with SRI International to design an on-demand performance task assessment for the most significantly cognitively disabled students in math (October 2008 – March 2010)

- Ensure state compliance to the Elementary and Secondary Education Act (ESEA) including submission of peer review documents, the Idaho Accountability Workbook, graduation rate calculations, and Adequate Yearly Progress (AYP) determinations and reporting.
- Analyze student achievement data for trends, improvements to the assessments, and policy implications.
- Serve as a representative of the State Department of Education to various stakeholders at the federal, state and local levels such as U.S. Department of Education personnel, superintendents, or in public meetings.

Boise State University **Boise, Idaho**
Research Associate, Center for the Study of Aging
(2008 – 2009)

- Primary Investigator (PI) for the Idaho Department of Health and Welfare Lifestyle Interventions for the Elderly (Project LIFE) Evaluation to support U.S. Administration on Aging grant "Empowering Older People to Take More Control of Their Health Through Evidenced-Based Prevention Programs: A Public/Private Collaboration." Serve as the evaluator for the three-year grant to implement the Chronic Disease Self-Management Program (CDSMP) program. Administer pre- and post-surveys, analyze data, assess statistical change at one year, assess fidelity of program, and provide reports to fulfill federal requirements.
- Co-Primary Investigator (PI) for the Idaho Commission on Aging Needs Assessment. Survey created and administered to 3,000 Idahoans age 50 and older to provide information for future planning for the long-term care needs.

Researcher, Center for the Study of Aging
(2005 – 2008)

- 40% appointment as a researcher funded by an Administration on Aging grant to study issues related to aging elders in Idaho.
- Co-PI for the Osher Lifelong Learning Institute at Boise State University Community Study project. Conducted community study survey of 3,000 individuals over age 50 in southeast and south central Idaho related to lifelong learning interests and volunteerism. Analyzed data for trends and opportunities for new membership. Created a new membership information form and tracking survey and data analysis.
- Co-PI for creating an online survey for the Idaho Society of Association Executives about Idaho executive characteristics and succession planning.
- Co-PI conducting analysis of Idaho conservatorship case data in six pilot counties for the Idaho Supreme Court

- Conducted analysis of focus groups and interview transcripts including coding and creating a schematic for long-term care needs, barriers and areas of success on a National Governor's Association grant awarded by Governor Dirk Kempthorne's office to study the supply and demand of long-term care services in Idaho.

Researcher, Idaho Nursing Workforce Center **(2005 – 2008)**

- 40% appointment as a researcher funded by an U.S. Department of Health and Human Services grant and the Idaho Department of Labor to study nursing workforce issues, shortages in Idaho.
- Co-PI in conducting a survey regarding nursing demand in a sample of community agencies and offices throughout Idaho. Analyzed results and wrote final report detailing projected nursing needs.
- Administered and analyzed survey on nursing workforce information for skilled nursing facilities in Idaho. Conducted field interviews to pilot the survey, organized survey mailing, and data cleaning and wrote final report.
- Created an Idaho nursing projection model by utilizing the Health Resources and Services Administration (HRSA) projection model software.

Idaho State Board of Education **Boise, Idaho**
Program Manager, Assessment and Accountability
(2003 –2005)

- Managed the $7M K-12 assessment and accountability program for the State of Idaho in compliance with state and federal law ("No Child Left Behind").
- Oversaw compliance for $3.6M assessment (Idaho Standards Achievement Tests, ISAT) contract.
- Oversaw Request for Proposals (RFPs) process and selection.
- Monitored $500,000 external review contract to ensure validity, reliability and alignment to state standards.
- Provided data analysis for bi-annual publication, board members, and various task forces.
- Evaluated program effectiveness, analyzed data, test results, and created reports.
- Conducted policy research on relevant literature and other states' practices, and presented findings.
- Coordinated assessment training, item writing and test development sessions.
- Implemented compliance by writing board rules and providing expert testimony to legislature.
- Provided technical assistance to school district personnel on regulatory assessment procedures.
- Communicated test results and programmatic changes to media and public.

Name: Christina P. Linder
Job Title: Director, Certification and Professional Standards
Years with SDE: 1.9
Division: School Support Services
Supervisor's Name: Nick Smith
Supervisor's Job Title: Deputy Superintendent

Key Responsibilities:

- Teacher Certification and Professional Development
- Oversight of Professional Standards and Teacher Quality
- Teacher Assignment Coordination
- Alternate Routes to Certification
- Title IIA Mandates Related to HQT and AYP
- Teacher Assignment/Endorsement Workshops
- Idaho School Human Resources Winter Conference
- Idaho Supply and Demand Survey
- Federal IHE Title II Reporting on Praxis/Program Completers

I work with the 115 school districts and 31 charter schools to ensure that we have accurate and complete assignments aligned with certificates and areas of endorsement, allowing School Finance to properly distribute the 1.3 billion dollar foundation payments. I provide technical support to the school districts and charter schools in the area of alternate routes to certification and endorsement, teacher quality, and appropriate assignment coding. I do the data analysis to ensure compliance with Supply and Demand reporting at both the state and federal level.
I compile the report based on data from both HQT and AYP, which is used to follow through on NCLB 2141(c) reporting and technical assistance.

I also work with the nine Idaho universities and teacher preparation programs to ensure reporting accuracy of program completers and provide technical assistance in alignment of preparation standards.

Other Tasks:

- I prepare and do the yearly, regional IBEDS/HQT Workshops that train the district personnel in reporting teacher assignments and highly qualified teacher data, as well as the provide information and updates on the rules and laws governing assignments and highly qualified teacher reporting.
- I provide training to School Human Resources Managers through a yearly workshop.
- When requested, I compile and report on statistical data to the Department of Education, State Board of Education, Legislative Services, Office of Performance and Evaluation, and other stakeholders of educational interest.
- I provide training and assistance for the yearly Charter School Workshop.
- I help prepare and present information and provide training at the Post-Legislative Regional Workshops.

Current Year Committee Work:

- The Data Committee that is working on the software re-write.
- The Teacher Evaluation Task Force

Myrna L. Holgate, CPA
(b)(6)
Work – (208) 332-6844
Cell – (b)(6)

Summarize the special skills and qualifications::

Idaho CPA (1982); BBA in Accounting, Over 14 years experience with the Idaho Department of Education, Public School Finance Division. Special emphasis on governmental accounting, Salary Based Apportionment and Benefit Apportionment, Public School Budget, IBEDS and IFARMS, Pupil Transportation related financial matters, Idaho Public School law, rules and regulations.

Summary of your educational background and training beginning with high school graduation:

Meridian High School, Spring 1965

Boise State University, Spring 1971, post-graduate classes 1983

Canyon County Clerk, Auditor, Recorder (Tax Roll Clerk, Computer Programmer, Chief Deputy ~1972-1974, 1976-1977)

Jackson, Messuri & Bates CPA's (Auditor ~1974-1976)

Coors Distributing Company (Office Manager ~ 1976-1977)

Blue Cross of Idaho (Auditor ~ 1977-1980)

Delotte-Touche International, formerly Touche Ross, CPA's ~ Bermuda office (Auditor ~ 1980-1983)

Myrna Holgate-Trumble, CPA (private practice – 1983-1987)

Weinberg & Green, Attorney's at Law ~ Baltimore (Accounts Receivables Manager ~ 1987-1988)

Cactus Pete's Resort (Assistant Controller, special projects during construction of 13 tower hotel/casino ~ 1988-1992)

Elko General Hospital (Controller ~ 1992-1993)

State of Idaho ~ PERSI (1994-1995)

State of Idaho ~ Department of Education, Division of Public School Finance (Financial Specialist/Coordinator ~ 1995-present)

List all computer software you can successfully operate: Excel (including charts, graphs, macro's), Word, PowerPoint, Adobe Distiller, Database IV, WordPerfect, FoxPro, Programmer using RPGII, Logistic ~ some Visual Basic, MS-DOS and web-based applications, Outlook, GroupWise, PhotoShop, WinZip and others

Other Office Machines
IBM System 3, Wang, various personal computers, photocopiers, fax machines

Dates Employed: 1995 to present
Exact Title or Position: Financial Specialist/Coordinator
Name and Address of Employer: State of Idaho, Department of Education. P.O. Box 83720, Boise, Idaho 83720-0027
Name of Immediate Supervisor: Tim Hill
Phone: 208-322-6843
Description of Duties and Responsibilities: IBEDS, Salary Based Apportionment and Benefit Apportionment, Review of Public School Budgets, Common Code Data Non-Fiscal Data submission to the U.S. Census Bureau. School Statistics (including but not limited to graduates, drop-outs, staffing, fall enrollment, etc.). Publications include Idaho School District Profiles, Annual Statistical Report, Idaho Educational Directory, and Data Acquisition Calendar.

Dates Employed: 1994-1995
Exact Title or Position: Accountant
Name and Address of Employer: State of Idaho ~ PERSI, began as Kendall Temp
Name of Immediate Supervisor: Ron Crouch
Description of Duties and Responsibilities: Origin assignment was to balance general ledger (due to uniqueness of Investment accounting – STARS and the accounting software was significantly out of balance), Later responsible for daily cash flow/notifying investment manager of cash requirements or excess to invest. Reconciling investment/brokerage accounts.

Dates Employed: 1992-1993
Exact Title or Position: Controller
Name and Address of Employer: Elko General Hospital, Elko, NV
Name of Immediate Supervisor: Pam Chesher
Phone: 775-753-7639
Reason for Leaving: Health Reasons (Brain Tumor, after surgery mood-swings are erratic. In fairness to my staff and employer, I retired and came back to Boise. But I was bored and went back to work)

Description of Duties and Responsibilities: Hospital Accounting (50 bed-hospital) including general ledger, accounts payables, accounts receivables, payroll, computer services. Major conversion to a new hospital software.

Dates Employed: 1988-1992
Exact Title or Position: Assistant Controller, Special Projects of VP of Finance
Name and Address of Employer: Cactus Petes Resort Casino, Jackpot, NV
Name of Immediate Supervisor: Wayne Courtney
Description of Duties and Responsibilities: Resort and gaming accounting, for a period of time responsible for MIS department until a replacement could be hired. Construction accounting and auditing of contractors on 13-story Hotel/Casino addition.

Dates Employed: 1987-1988
Exact Title or Position: Accounts Receivable, Revenue Manager
Name and Address of Employer: Weinburg & Green (Law Firm), 100 St Charles, Baltimore
Name of Immediate Supervisor: Gary Chandler
Description of Duties and Responsibilities: Supervision of Monthly billing for a firm of over 60 Attorneys.

Dates Employed: 1983-1987
Exact Title or Position: Self-employed, CPA tax practice
Name and Address of Employer: Myrna Holgate-Trumble CPA, downtown Boise
Name of Immediate Supervisor: Self
Description of Duties and Responsibilities: Individual Income Taxes and accounting.

Dates Employed: 1980-1983
Exact Title or Position: Auditor
Name and Address of Employer: Touche Ross International (CPA's), Hamilton, Bermuda
Name of Immediate Supervisor: David Anfossi, CA
Description of Duties and Responsibilities: Auditor of international holding companies and captive insurance companies. Only American CPA on staff ~ converted financial statement opinion and notes to the financial statements from Canadian GAP to comply with US GAP for US clients.

Name: Peter Kavouras
Job Title: Director, Content Areas and Instructional Services Team
Years with SDE: 4
Division: Innovation and Choice
Supervisor's Name: Rob Sauer, Deputy Superintendent

Director of Content Areas and Instructional Services has responsibilities which include supporting the Deputy Superintendent in his duties with the Division of Innovation and Choice; performing professional work related to all academic content areas and instructional support; exercising influence on decisions affecting the Idaho Content Standards; exercising influence over decisions affecting state-wide assessments including the Idaho Reading Indicator, Direct Math Assessment, and Direct Writing Assessment; facilitating communication with education constituency organizations and local school district personnel; providing excellent customer service and technical support to district personnel, colleges and universities, and patrons; staff supervision; creating and managing budgets; exercising fiscal responsibility; providing leadership; assuring the coordination of all programs within the Content Areas & Instructional Services Team; developing agendas and chairing meetings within the Department; representing the Deputy Superintendent and State Superintendent of Public Instruction on state and national committees and boards; and carrying out other duties as assigned.

Director of Content Areas and Instructional Services has extensive influence on decisions affecting curriculum, teaching strategies, evaluation strategies implementation of new programs, and may be called upon to assist in solving a variety of legal, educational and administrative problems relating to the operation of the public schools and to carry out other duties as assigned. The Director provides the leadership and general supervisory control to assure the coordination of all core content area programs and K-12 standards to maximize the services provided to Idaho school districts and to prepare students for post-secondary education and the workforce.

- Director: Manage five content area positions and three administrative staff
  - Content Standards and Instructional Curriculum (Content Specialists – English Language Arts, Reading, Mathematics, Science, Social Studies)
  - State-wide Assessments – IRI, DMA, DWA
- Curriculum Materials Adoption and PLATO Educational Technology
- Team Lead – CCSSO Surveys of Enacted Curriculum
- Member of the American Diploma Project State Leadership Team
- Member of the Response To Intervention State Leadership Team
- Represent the State Superintendent on the Idaho Financial Literacy Coalition
- President Idaho Council for the Social Studies
- Member of the 2007Governor's Industry Award for Notable Teaching in Science Award State Selection Committee
- Member of the 2007 Milken Educator Awards State Selection Committee

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:
Title: **Appendix C** Pages: **4** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\AppendixCFinal.doc**

Appendix C

Required Data System Capabilities	Current Status	Relevant Outcomes
Student progress and outcomes over time including preparation for postsecondary, workforce, and Armed Forces	Under Development: Portal, authentication and authorization framework, enrollment, attendance application and budgeting application, data governance and data policy plan	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Identify students P-20 to workforce using an Educational Unique ID (EDUID), provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, establish Learning Management System (LMS), provide targeted information to stakeholders	2, 3, 5, 6, 8, 9
Exchange of data among agencies and institutions within and across states	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, identify students P-20 to workforce using an EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, appropriate information provided to stakeholders, multi-state data exchange	1, 2, 3, 4, 5, 8, 9
Link student data with teachers	Under Development: Enhance student ID system and create staff IDs, data collection and infrastructure at the state, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID links student data with teachers, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, appropriate information provided to stakeholders	2, 3, 4, 5, 6, 8
Teacher certification and preparation information	Under Development: Teacher certification application rewrite to include unique IDs for teacher record and link teacher certification data into overall data structure	State-Funded
	Proposed: EDUID follows student through educational pipeline and into teacher preparation programs, create comprehensive dimensional data warehouse, exchange data across agencies and states, data training program	2, 3, 5, 7

Support continuous improvement and decision making including timely information to parents, teachers, and school leaders on student achievement	Under Development: State portal, authentication and authorization system, enhanced attendance and enrollment application	State-Funded
	Under Development: EDUID, data collection at state, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 5, 6, 7, 8, 9
Data quality and integrity	Under Development: Data collection infrastructure at state includes data quality integrated into data transfer and loading processes. Includes validation rules and data checks with notification to application submitters of the data errors and required actions.	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, identify students P-20 to workforce using an EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders	1, 2, 3, 4, 5, 7, 8
Meet Federal reporting requirements	Under Development: Reporting and analysis system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, enhance current unique ID to EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states,	1, 2, 3, 5

Required Data System Elements	**Current Status**	**Relevant Outcomes**
Unique Student ID, not personally identifiable	Under Development: Enhanced unique person IDs, authentication and authorization system	Funded by Existing Grant
	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, data training program	2, 3, 5, 7
Student-level enrollment,	Under Development: Enhanced attendance and enrollment application	State-Funded

demographic, and program participation	Under Development: Enhanced unique person IDs, longitudinal data system, data collection at State, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 5, 6, 7, 8, 9
Student-level information about points at which students exit, transfer, drop out, graduate P-16	Under Development: Data quality and data governance plan, enrollment, attendance and budgeting application rewrite	State-Funded
	Under Development: Enhanced unique person ID, longitudinal data system, data collection infrastructure at State level, district ETL support	Funded by Existing Grant
	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, multi-state data exchange	2, 3, 5, 9
Capacity to communicate with higher education systems	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states	2, 3, 4, 5
Data audit system assessing quality, validity, reliability	Under Development: Data collection infrastructure at state includes data quality integrated into data transfer and loading processes. Includes validation rules and data checks with notification to application submitters of the data errors and required actions.	Funded by Existing Grant
	Proposed: Idaho-LEADS Advisory Group will develop and recommend sound data policy and technical aspects of data governance to assess and ensure quality, validity, reliability	1
Yearly test records per ESEA	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Information on students not tested, by grade and subject	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Teacher ID with ability to match teacher to student	Under Development: Data quality and data governance plan, , attendance and enrollment and budgeting application and teacher certification rewrites	State-Funded

	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Student-level transcripts, courses completed and grades	Under Development: Creating a system that sends and receives transcripts between LEAs and postsecondary institutions	Funded by Existing Grant
Student-level college readiness test scores	Under Development: Legislation has been passed requiring college readiness testing beginning 2012-2013 school year	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Student information regarding transition from secondary to postsecondary. Remedial coursework.	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 4, 5, 7, 8, 9
Other information necessary to address alignment and preparation for success in postsecondary education.	Under Development: Portal, authentication and authorization framework, enrollment, attendance application and budgeting application, data governance and data policy plan	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	1, 2, 3, 4, 5, 6, 7, 8, 9

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Appendix D Letters of Support** Pages: **11** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\Appendix D.pdf**

C. L. "BUTCH" OTTER
GOVERNOR

November 18, 2009

Dr. John Q. Easton
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton:

I am pleased to write in strong support of the State of Idaho's application to the Institute of Education Sciences for a grant to help fund continued development of a statewide longitudinal data system.

As Governor of Idaho and a former businessman, I am aware of the critical role that accurate data plays in all areas, including education. A longitudinal data system will support informed decision making throughout our K-20 education system and into the workforce. It will enable greater analysis and accountability in addressing the education needs of Idaho's students.

Idaho's future depends on education, and we are committed to developing an education system that meets the needs of today's workforce in this challenging world economy. Thank you in advance for your consideration of this grant application.

As Always – Idaho, "Esto Perpetua"

CLO/dk

C.L. "Butch" Otter
Governor of Idaho

STATE CAPITOL • BOISE, IDAHO 83720 • (208) 334-2100

JOHN W. GOEDDE
DISTRICT 4
KOOTENAI COUNTY

Idaho State Senate

State Capitol
P.O. Box 83720
Boise, Idaho 83720-0081

HOME ADDRESS
1010 E. MULLAN AVENUE #203
COEUR d'ALENE, IDAHO 83814
(208) 660-7663
EMAIL: jgoedde@senate.idaho.gov

RECEIVED
OCT 2 6 2009
OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

10/22/09

Dr John Q. Easton
Institute of Education Sciences
US Dept of Education
555 New Jersey Ave., NW
Washington, DC 20208

Re: longitudinal date systems

Dear Dr. Easton

As I am sure you know, Idaho is struggling to get its longitudinal data system off the ground and has gained much in learning from successful systems in other states. The State Superintendent has received a state appropriation and a federal grant to bring the system along and is now requesting additional funds. We both know that a k-12 system is limited in its information and Idaho has started the process of integration of k-12 data into a k-20/workforce system. I have asked that information on where Idaho teachers received their education be included in the information gathering so we have a method of measuring the success of our teacher training programs.

A system is only as good as the information which can be mined from it. The Idaho effort will allow the responsible use of information by parents and students in addition to education professionals to better our overall education system. It will integrate college readiness tests and support decision making driven by data. Expenditures for a longitudinal data system will come, eventually, from state appropriations but an infusion of federal one time funds will certainly enhance the process. This letter is intended to show my support for that work and I urge funding from your department.

Respectfully submitted,

John W Goedde

BOB NONINI
DISTRICT 5-A
KOOTENAI COUNTY

HOME ADDRESS
5875 W. HARBOR DRIVE
COEUR D'ALENE, IDAHO 83814
(208) 765-1904
(208) 659-4643
EMAIL: bnonini@house.idaho.gov

COMMITTEES

CHAIRMAN
EDUCATION

TRANSPORTATION & DEFENSE

House of Representatives
State of Idaho

October 19, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, D.C. 20208

Dear Dr. Easton,

I'm writing this letter on behalf of the State of Idaho to voice my strong support for the grant applied for by the State Board of Education for the continued work on implementing a state longitudinal data system. As you might be aware, Idaho is one of only a few states that does not have a system currently in place.

With all the new technology applied to public education it is imperative that Idaho's decision makers, teachers and students have all necessary tools to allow the students the most success possible. It is the longitudinal data system that will make that happen. A way of tracking students from K-20 grades will only benefit the entire system in Idaho.

Our goal as state lawmakers and particularly my goal as House Education Chairman are to provide the tools necessary to make our education system competitive. Please give Idaho's grant application your utmost and timely consideration.

Please feel free to contact me if there is any additional information I can provide you.

Sincerely,

Bob Nonini
House Education Chairman

IDAHO STATE BOARD OF EDUCATION
650 W. State Street P.O. Box 83720 Boise, ID 83720-0037
208/334-2270 FAX: 208/334-2632
e-mail: board@osbe.idaho.gov
www.boardofed.idaho.gov

November 19, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As president of the Idaho State Board of Education, I respectfully submit the grant application that follows the guidelines set in the Request for Application released July 24, 2009. The State of Idaho has completed this grant application in an effort to secure funding to create a statewide longitudinal data system. We recognize the importance of developing such a system and the benefit it will be to our state's educational system. This is a critical step to fulfill accountability, reporting, and analysis obligations under the American Recovery and Reinvestment Act of 2009, and we are submitting this grant application to assist in supplementing efforts currently underway in our state.

The grant funding will be used to design a statewide longitudinal data system that will expand our current K-12 efforts into a P-20 and workforce data system. This statewide longitudinal data system is designed to increase our ability to improve student achievement, maximize stakeholder participation, develop reporting and analysis systems, and expand overall data system capabilities. We are confident our objectives will be met through the support of grant funding.

The Idaho State Board of Education values the dedication of the U.S. Department of Education to help states work to improve student achievement through funding for the development of statewide longitudinal data systems. I appreciate your serious consideration of this application. If I can be of assistance, please contact me.

Sincerely,

Paul Agidius
President

P.O. Box 83720
Boise, ID 83720-0027

STATE OF IDAHO
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Mr. Tom Luna

Phone (208) 332-6815
Fax (208) 332-6836

November 10, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton,

As Idaho Superintendent of Public Instruction, I am writing in strong support of the State of Idaho's application for the Statewide Longitudinal Data System Grant from the Institute of Education Sciences.

Current, accurate data is critical to keep Idaho students moving forward and to ensure they master the 21st century skills they will need to succeed in life after high school. Right now, far too many of our decisions are based on well-calculated estimates. Through our Statewide Longitudinal Data System, we will finally be able to give Idaho educators, parents, students, and policymakers the data they need to make more informed decisions about everything from a student's performance in the classroom to the future of public education programs.

Idaho has been working for the past two years to develop and implement a Statewide Longitudinal Data System to help us better meet the needs of all Idaho students. We have made a lot of progress. With initial funding from the State of Idaho and a federal grant awarded in March 2009, the Idaho State Department of Education has developed a Statewide Longitudinal Data System that we will begin to pilot in January 2010.

With the additional funding provided through this federal grant, we will have the resources to fully implement a Statewide Longitudinal Data System that meets the needs of students from pre-kindergarten to the workforce. We have already begun working closely with educational stakeholders and other state agencies, such as the Idaho Department of Labor, to ensure the success of the Statewide Longitudinal Data System.

Thank you in advance for your consideration of the State of Idaho's grant application. I appreciate the U.S. Department of Education's continued commitment to assisting states as they work to raise student achievement. I look forward to continuing our work with the Institute of Education Sciences in the future.

Sincerely,

Tom Luna
Superintendent of Public Instruction

Lewis-Clark
STATE
COLLEGE
Connecting Learning to Life

RECEIVED
OCT 29 2009
OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

October 25, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton:

I am writing this letter on behalf of the Idaho Higher Education Presidents' Council in support of the Idaho State Board Of Education's grant application for continuance of a State Longitudinal Data System. The Idaho Higher Education Presidents' Council is comprised of the presidents of Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, North Idaho College and the director of the Idaho Division of Professional-Technical Education.

The State Longitudinal Data System grant application is a needed continuance of the work on a longitudinal data system started by the State Department of Education. The initial effort was to create a unique identifier for K-12 students and teachers. This grant application requests funds to fine tune the collection of data based on a unique ID for K-12 and to develop a data warehouse at each of the higher education institutions that will support the data collection and integration necessary for a K-20/workforce longitudinal data system.

The continuance of a State Longitudinal Data System would support:

- Creation of a pipeline that integrates K-12 unique IDs with individual postsecondary and workforce data
- Development of a reporting engine that supports analysis tying educational efforts to student learning and workforce needs
- Development of an instructional management system that supports data driven decision making for continuous improvement
- Integration of college readiness tests
- Development of a system that has information accessibility for students, teachers, parents and various other stakeholders.

I strongly urge you to consider supporting this grant application, an application that will greatly enhance the delivery of education services for all of Idaho's citizens.

Sincerely,

Dene Thomas

Dene K. Thomas
President

Office of the President
500 8th Avenue, Lewiston, ID 83501-2698 • Phone: (208) 792-2216 • www.lcsc.edu
An Affirmative Action/Equal Opportunity Employer

LEADING LEADERS
IASA
IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS

Dr. Wayne R. Davis, Executive Director
Idaho Association of School Administrators
777 S. Latah St. Boise, ID 83705
Phone: 208-345-1171
Fax: 208-345-1172
www.idschadm.org
Email: wayne.davis@idschadm.org

October 22, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, D.C. 20208

Dear Dr. Easton,

This letter is in support of an application for the State of Idaho being presented to the Institute of Educational Services for the development of a statewide longitudinal data system including pre-school through post secondary education information.

School administrators across the state of Idaho recognize how critical it is for Idaho's colleges, teachers, principals, superintendents, and parents to have the current and accurate data they need to improve student achievement at every level. Our students are becoming more transient and changing communities and states. A system that can provide quick and current information will assist school districts direct funding and personnel to meet the most critical needs in times of economic distress. The articulation of P-12 information with post secondary systems provides the opportunity for continued collaboration and a continuum of instructional offerings and services for students.

The potential for a system that can provide a pre-school through post secondary data bank will help continue to increase the efficiency for all involved.

Thank you for your consideration of Idaho's grant application.

Sincerely,

Dr. Wayne R. Davis
Executive Director
Idaho Association of School Administrators

IDAHO
DEPARTMENT OF LABOR
C.L. "BUTCH" OTTER, GOVERNOR
ROGER B. MADSEN, DIRECTOR

November 20, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton,

Thank you for the opportunity to write a letter of commitment for the Idaho K-20 Longitudinal Database Project.

This project has tremendous implications for more than measuring the effectiveness and return on investment of the state's higher education programs. Idaho's citizens and its economic and work force development community will also benefit. Data produced by this project will tell us:

- Where Idaho's graduates are located, what industry they are working in and the wages they are earning;
- Where the state's work force training dollars should be invested; and
- Worker supply and demand, where students are in the education pipeline, what they are studying and how many students in a particular field will enter the work force in the next five to 10 years.

The Idaho Department of Labor's Communications & Research staff is committed to this project. We have provided input and support for the proposed governance structure and worked with the State Board of Education to identify variables that will take the reports to a level that goes beyond determining a return on investment for education. Several steps that will allow the agency to fully support the project from development to production include:

- A clear and well-established memorandum of understanding that defines micro data delivery methods and sets the parameters for data dissemination;
- An agreement for the disclosure of confidential information that includes provisions for complying with state and federal law, recovering costs of providing the data, an audit of the data use and specific guidelines that protects department-provided data from further disclosure;
- Access to student Social Security numbers necessary for matching unemployment insurance wage records with graduate data; and
- One full-time equivalent position funded to cover costs associated with in-house wage record matching for database development, file preparation, programming, governance and efforts toward the potential development of interstate record matching.

This project offers an opportunity to look toward the future, make the state economy stronger and provides a path that policy makers and citizens can follow to jobs that pay well, provide benefits and allow Idahoans to fully enjoy the state where we live.

Sincerely,

Roger B. Madsen

Roger B. Madsen, Director
Idaho Department of Labor

CENTRAL OFFICE • 317 West Main Street • Boise, Idaho 83735 • Tel: 208-332-3570 • labor.idaho.gov
Equal Opportunity Employer

C.L. "BUTCH" OTTER
GOVERNOR

Con P. Paulos
Chair

B. J. Swanson
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

November 20, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Re: Longitudinal Data Project

Dear Dr. Easton:

The Idaho Workforce Development Council has been charged by Governor Otter to advise him and the State Board of Education on workforce related education and training policies and programs. The council has long supported a strong education system as the foundation for a quality workforce. The council views quality education and workforce data as an essential element in directing investments in the system and in ensuring that the system produces the results needed for Idaho students and businesses.

This project will provide the opportunity to substantially improve the data to determine where students are in the pipeline and how successful they are in obtaining employment as they complete their education. It will assist us in better identifying where we should invest our scarce resources to ensure that our investments yield students prepared to take advantage of employment opportunities offered by Idaho business and industry.

The project reflects the collaboration among Idaho's key workforce and education agencies that will bring initial success and yield sustainability in the future. On behalf of the council, I offer our continuing support for the project and look forward to the opportunities it presents.

Sincerely,

Con P. Paulos
Chair

WICHE
Western Interstate Commission for Higher Education
3035 Center Green Drive Suite 200 Boulder, CO 80301-2204 303.541.0200 (ph) 303.541.0291 (fax)

November 30, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

To Whom It May Concern,

Please accept this letter from the Western Interstate Commission for Higher Education (WICHE) in support of the State of Idaho's proposal for an award through the Statewide Longitudinal Data Systems grant program funded by the American Recovery and Reinvestment Act of 2009 (CFDA number 84.384). Idaho's proposed project features its planned involvement in a pilot effort to share data among a collaboration of states. The multi-state data exchange will allow states to more completely analyze how their production of human capital is meeting state needs by enabling them to look beyond their borders at where they are getting – or losing – their students and labor force participants. At a time when most, if not all, states are working on developing data systems, the collaborative nature of this exchange will help participating states benefit from the experience of others, while also fostering greater compatibility and interoperability among participating states' data systems. A more intentional approach to interstate interoperability will better ensure that state systems can be stitched together more seamlessly in the longer term, especially as the pilot effort shows benefits and potentially attracts other states to the table. Additional major concerns to be addressed in this collaborative effort include how to ensure the protection of private data and how to develop a lasting governance arrangement among several states – and agencies within states.

WICHE plans to lead and facilitate the development of this pilot effort, and we have submitted a separate proposal to the Bill and Melinda Gates Foundation to fund our activities as well as to bear a share of the state costs of participating in this effort. The Gates Foundation has been a key supporter of building more robust data systems in education and, based upon our discussions with them, we are confident they will find this effort worthwhile. With the inclusion of this pilot effort for a multi-state collaboration, we believe Idaho's proposal stands out as meeting the goals of the SLDS grant program, and we strongly support its selection for an award.

Sincerely,

David A. Longanecker
President

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

December 20, 2009

Dr. John Q. Easton, Director

Institute of Education Sciences

U.S. Department of Education

555 New Jersey Ave., NW

Washington, DC 20208

Dear Dr. Easton,

As the Assistant Superintendent of Assessment and Information Services, I am writing in strong support of the training outcome within the State of Idaho's application for the Statewide Longitudinal Data System Grant from the Institute of Education Sciences.

The State of Oregon is excited about the opportunity to share best practices and expertise we have acquired during development of the Oregon Data Project, which is part of our Longitudinal Data System, funded in part by the U.S. Department of Education under our 2009 grant (#R372A090048). As neighboring states Oregon and Idaho have similarities which will enhance our ability to collaborate on this project.

The Oregon Department of Education has reviewed Idaho's planned training outcome and believe Idaho has developed a well researched and comprehensive plan. The Oregon Department of Education is prepared to assist Idaho with the deployment of their planned training outcome.

Sincerely,

Doug Kosty

Assistant Superintendent

Oregon Department of Education

Every Student, Every Day—A Success

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Narrative** Pages: **12** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\Budget Narrative.doc**

Budget Narrative (Justification)

Outcome 1: Establish policies and governance structure to support P-20 and workforce data system
Create the Idaho–LEADS Advisory Group which will be responsible for ensuring progress and outcomes of interoperability initiatives, and reporting them to the SBOE. We will examine at least two other state's interoperability models to evaluate their efficacy and draw from their best practices to develop an effective interoperability model for Idaho.

Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$6,000	$6,000	$6,000	$18,000	The SBOE Project Director, Selena Grace, Director of Research/Grant Developer, will commit 10% of her time to these efforts to coordinating, conducting and disseminating the results of these meetings. She will work closely with the SBOE Project Manager to ensure alignment with the Idaho–LEADS data warehouse system and all proposed outcomes in this grant.
Benefits	$1,320	$1,320	$1,320	$3,960	
Travel	$13,872	$13,872	$13,872	$41,616	Travel for nine Idaho-LEADS Advisory Group members to attend six, one day meetings per year, assumes $80 hotel for one night and 2 days per diem at $44 plus $600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Direct	$21,192	$21,192	$21,192	$63,576	
Indirect	$2,967	$2,967	$2,967	$8,901	

Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
Training Stipends					
Total Costs	$24,159	$24,159	$24,159	$72,477	

Outcome 2: Integrate current statewide Education ID application into the public postsecondary systems

The eight public postsecondary institutions will modify their current Enterprise Resource Programs (ERP) to incorporate the Education ID (EDUID) into their ERP systems.

Outcome 2	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$5,600	$5,600		$11,200	Two SDE staff will facilitate and conduct one all-day training session with the public postsecondary institutions. Representatives from the public postsecondary institutions will then provide training to their respective institution.
Benefits	$1,232	$1,232		$2,464	
Travel	$11,504	$11,504		$23,008	One, all day meeting per year for years 1-2 for two representatives from the eight public postsecondary institutions to attend training on EDUID use. Assumes $80 hotel for one night and two days per diem at $44 plus $600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual	$605,920			$605,920	Eight postsecondary institutions will need to work with their ERP vendors to modify their current systems to incorporate the EDUID. This allows for $75,740 for each institution for consulting services with their ERP vendors.
Construction					
Other					
Total Direct	$624,256	$18,336		$642,592	
Indirect	$6,067	$2,567		$8,634	
Training Stipends					
Total Costs	$630,323	$20,903		$651,226	

Outcome 3: Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a "meta-warehouse," combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the proposed data warehouses that will be built at each of the eight state supported postsecondary institutions, along with data from the Idaho Department of Labor. This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based.

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$287,105	$288,175	$288,175	$863,455	Staff support to contractor designing the P-20 and workforce data warehouse (approximately 1,655 hours), includes time for training for 20 staff members for SLDS and reporting and analysis system. Staff support effort decreases to 1/2 the time years 2-3. Allows for $154,860 for year one and $77,430 for years two and three. One Project Manager, 100% of the time at $78,500 years 1-3. One Database Administrator, 100% of the time at $78,500 years 2-3. One Research Analyst 100% of the time at $53,745 years 1-3.
Benefits	$82,563	$92,499	$92,499	$267,560	
Travel	$17,086	$17,086	$17,086	$51,258	Meetings to review design of the P-20 and workforce data warehouse and for training on the use of the reporting and analysis system. Three people to attend the NCES SLDS grant recipient meetings in DC. Assumes $550 airfare, three days hotels at $190, three days per diem at $64 and $50 for taxi/shuttle.
Equipment	$149,061	$20,000	$20,000	$189,061	Servers for P-20 and workforce data warehouse and for the reporting and analysis system includes software and licenses. Two desktop computers for SBOE Project Manager and Database

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
					Administrator.
Supplies					
Contractual	$727,601	$427,601	$427,601	$1,582,803	Contractor time for table design and initial load, ETL and cube development, and training for staff for the P-20 and workforce data warehouse. Allows for $727,601 for the first year and $427,601 for years 2-3. Contractor time to build reports along with license fees for selected reporting and analysis software. Allows for $400,000 for the first year and $200,000 for subsequent years for maintenance fees and report development. Contractual positions will include Data Warehouse Architect, Data Warehouse Developer/Analyst, Reporting/ Analysis Developer and Trainer, Technical Report Writer.
Construction					
Other	$2,399,904			$2,399,904	Construction of data warehouses for the eight postsecondary institutions to provide data needed to populate P-20 and workforce data warehouse $299,988 per institution
Total Direct	$3,663,320	$845,361	$845,361	$5,354,041	
Indirect	$57,646	$59,186	$59,186	$176,018	
Training Stipends					
Total Costs	$3,720,966	$904,547	$904,547	$5,530,059	

Outcome 4: Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite
We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, email notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

Outcome 4	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$200,000	$65,000		$265,000	Contractor time to design and build a system that aligns with SDE's current application rewrite and incorporates with the P-20 and workforce data warehouse
Construction					
Other					
Total Direct	$200,000	$65,000		$265,000	
Indirect	$3,500	$3,500		$7,000	
Training Stipends					
Total Costs	$203,500	$68,500		$272,000	

Outcome 5: Deploy web services to facilitate the exchange of data across agencies and states

Deploy web services to facilitate the exchange of data across agencies, and states within a services oriented architecture (SOA).

Outcome 5	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	$158,000	$31,600	$31,600	$221,200	Install Storage Area Network (SAN) device. Hardware includes: rack, drives (multiple), cache memory, SATA expansion units, base unit, cabling, backup drives, fail-over and load balancing, power supply, and UPS.
Supplies	$14,000	$2,800	$2,800	$19,600	Software: Resource manager, replication software, link management, data protection suite, backup service manager plus maintenance agreement at 20%.
Contractual	$351,520	$174,720	$174,720	$700,960	One web services specialist consultant to assist in development of web service requirements at $85 per hour for one year (2080 hours). One Senior Development Analyst full time (100%), years 1-3 to oversee the development of web services at $65,000 per year. One Database Administrator full time (100%) at $65,000 per year, years 1-3 to oversee development and maintenance. Fringe benefits at 33% of salary and 2% COLA.
Construction					
Other	$5,000	$5,000	$5,000	$15,000	Administrative services at $2,500 per FTE.
Total Direct	$528,520	$214,120	$214,120	$956,760	
Indirect	$5,460	$3,892	$3,892	$13,244	
Training Stipends					
Total Costs	$533,980	$218,012	$218,012	$970,004	

Outcome 6: Establish a K-12 Learning Management System to support formative assessments and curriculum management
Implement a K-12 Learning Management System (LMS) that provides student information to teachers in the classroom to accurately assess student-level strengths and weaknesses to facilitate targeted instruction. The LMS will create, track, and manage curriculum, instructional plans; assessment data (formative, benchmark and high stakes).

Outcome 6	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	$125,000	$25,000	$25,000	$175,000	Server to host application and additional SAN drives
Supplies					
Contractual	$5,900,000	$1,180,000	$1,180,000	$8,260,000	Purchase of Learning Management System, (assessments, curriculum, content, reports, dashboards) plus ongoing licensing fees for application and content. Project Manager to manage requirements and deployment process, 100% of time, years 1-3 at $95 per hour, 2080 hours per year.
Construction					
Other					
Total Direct	$6,025,000	$1,205,000	$1,205,000	$8,435,000	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$6,028,500	$1,208,500	$1,208,500	$8,445,500	

Outcome 7: Create a statewide K-12 data utilization training program

Assist educational stakeholders in adopting data utilization for modification of instructional and organizational practices. Support a network of school data teams who use data to monitor student proficiency and adjust instruction, curriculum, and pacing to maximize results and share best practices. Create demand and use of data by local and state administrative personnel.

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$460,000	$469,200	$478,584	$1,407,784	Six full time staff, 100% of time. One Director of Data-Driven Instruction (years 1-3), five Regional Data Coaches (years 1-3). The Director of Data-Driven Instruction will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Regional Data Coaches will train LEAs on data utilization to measure and monitor instructional practices and policy making. Estimated project effort is 100%. Director salary of $85,000, Regional Coaches at $75,000, plus benefits at 33% of salary and 2% COLA.
Benefits	$151,800	$154,836	$157,933	$464,569	
Travel	$203,904	$207,982	$212,142	$624,028	Twelve school visits or workshops per month (per staff member) resulting in three overnight stays at $100 a night plus $76 a day per diem times six staff. 180 workshops per year (6 trainers times 3 per month) with supplies of $400 each.
Equipment	$18,700	$3,740	$3,740	$26,180	Laptops, software, web cameras and video equipment.
Supplies	$72,000	$72,000	$72,000	$216,000	
Contractual	$54,900	$27,450		$82,350	Contract with Oregon Department of Education. Training Director of Oregon Direct Access To Achievement (DATA) Project to assist Idaho. Incorporation of Oregon DATA Project materials and methodologies into Idaho's data utilization

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
					training program. Oregon Training Director travel at three days per month for eighteen months at $1,000 per day consulting compensation and $525 per day for travel and per diem.
Construction					
Other	$400,000	$100,000	$50,000	$550,000	Video production work for on-line training material development plus printed training materials.
Total Direct	$1,361,304	$1,035,208	$974,398	$3,370,911	
Indirect	$127,779	$130,063	$128,892	$386,733	
Training Stipends					
Total Costs	$1,489,083	$1,165,271	$1,103,291	$3,757,644	

Outcome 8: Create web widgets and tools to provide targeted appropriate information to stakeholders

Processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating information sets and web gadgets and tools designed for their common web behaviors and actionable information.

Outcome 8	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$149,760	$299,520	$50,400	$499,680	One full time application developer at $72 per hour for 2,080 hours year one, two full time application developers at $72 per hour for 5,160 hours year two, one part time application developer at $72 per hour for 700 hours year three.
Construction					
Other	$165,000	$40,000		$205,000	Market research to identify stakeholder groups, survey their educational interest and web habits. Conduct focus groups for each stakeholder group to gain insight on potential information sets and delivery mechanisms (yr 1). Post deployment research to analysis project effectiveness and adjust to match stakeholder feedback (yr 2).
Total Direct	$314,760	$339,520	$50,400	$704,680	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$318,260	$343,020	$53,900	$715,180	

Outcome 9: Develop pilot multi-state collaboration

Costs for participating in the multi-state exchange are based on equal sharing for four states of all initial development and maintenance costs over three years. Each state's share will equal $117,500. That covers matching of all public school students in grades 9-12 and public postsecondary students in all four states. Initial activities to develop this pilot multi-state exchange were funded by a grant from the Bill and Melinda Gates Foundation, but the grant that supported those efforts has since ended. This proposal's budget includes an amount sufficient only for the physical matching of data from multiple states. We anticipate that a grant currently under consideration by the Gates Foundation will support other costs, including that for travel and meeting expenses and WICHE's involvement.

Outcome 9	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$117,500	$117,500	$117,500	$352,500	Covers matching of all public school students in grades 9-12 and public postsecondary students in all four states.
Construction					
Other					
Total Direct	$117,500	$117,500	$117,500	$352,500	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$121,000	$121,000	$121,000	$363,000	

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **ED 524** Pages: **13** Uploaded File: **C:\Documents and Settings\sgrace\Desktop\Submission Documents\ED 524.doc**

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization
Idaho State Board of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$758,705	$768,976	$772,759			$2,300,440
2. Fringe Benefits	$236,915	$249,887	$251,751			$738,553
3. Travel	$246,366	$250,444	$243,100			$739,910
4. Equipment	$450,761	$80,340	$80,340			$611,441
5. Supplies	$86,000	$74,800	$74,800			$235,600
6. Contractual	$8,107,201	$2,291,791	$1,950,221			$12,349,213
7. Construction						
8. Other	$2,969,904	$145,000	$55,000			$3,169,904
9. Total Direct Costs (lines 1-8)	$12,855,852	$3,861,238	$3,427,971			$20,145,061
10. Indirect Costs*	$213,918	$212,675	$205,437			$632,030
11. Training Stipends						
12. Total Costs (lines 9-11)	$13,069,770	$4,073,913	$3,633,408			$20,777,091

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2007 To: 06/30/2011 (mm/dd/yyyy)

Approving Federal agency: ____ ED ____ Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

x Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Idaho State Board of Education	

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$811,541	$821,401	$822,836			$2,455,778
2. Fringe Benefits	$275,879	$279,996	$282,297			$838,172
3. Travel	$2,500	$2,500	$2,500			$7,500
4. Equipment						
5. Supplies	$13,000	$13,000	$10,000			$36,000
6. Contractual	$1,400,000					$1,400,000
7. Construction						
8. Other	$65,000	$200,000	$200,001			$465,001
9. Total Direct Costs (Lines 1-8)	$2,567,920	$1,316,897	$1,317,634			$5,202,451
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)	$2,567,920	$1,316,897	$1,317,634			$5,202,451

SECTION C – BUDGET NARRATIVE (see instructions)

SECTION C – BUDGET NARRATIVE

Outcome 1: Establish policies and governance structure to support P-20 and workforce data system
Create the Idaho–LEADS Advisory Group which will be responsible for ensuring progress and outcomes of interoperability initiatives, and reporting them to the SBOE. We will examine at least two other state's interoperability models to evaluate their efficacy and draw from their best practices to develop an effective interoperability model for Idaho.

Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$6,000	$6,000	$6,000	$18,000	The SBOE Project Director, Selena Grace, Director of Research/Grant Developer, will commit 10% of her time to these efforts to coordinating, conducting and disseminating the results of these meetings. She will work closely with the SBOE Project Manager to ensure alignment with the Idaho–LEADS data warehouse system and all proposed outcomes in this grant.
Benefits	$1,320	$1,320	$1,320	$3,960	
Travel	$13,872	$13,872	$13,872	$41,616	Travel for nine Idaho-LEADS Advisory Group members to attend six, one day meetings per year, assumes $80 hotel for one night and 2 days per diem at $44 plus $600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Direct	$21,192	$21,192	$21,192	$63,576	
Indirect	$2,967	$2,967	$2,967	$8,901	
Training Stipends					
Total Costs	$24,159	$24,159	$24,159	$72,477	

Outcome 2: Integrate current statewide Education ID application into the public postsecondary systems

The eight public postsecondary institutions will modify their current Enterprise Resource Programs (ERP) to incorporate the Education ID (EDUID) into their ERP systems.

Outcome 2	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$5,600	$5,600		$11,200	Two SDE staff will facilitate and conduct one all-day training session with the public postsecondary institutions. Representatives from the public postsecondary institutions will then provide training to their respective institution.
Benefits	$1,232	$1,232		$2,464	
Travel	$11,504	$11,504		$23,008	One, all day meeting per year for years 1-2 for two representatives from the eight public postsecondary institutions to attend training on EDUID use. Assumes $80 hotel for one night and two days per diem at $44 plus $600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual	$605,920			$605,920	Eight postsecondary institutions will need to work with their ERP vendors to modify their current systems to incorporate the EDUID. This allows for $75,740 for each institution for consulting services with their ERP vendors.
Construction					
Other					
Total Direct	$624,256	$18,336		$642,592	
Indirect	$6,067	$2,567		$8,634	
Training Stipends					
Total Costs	$630,323	$20,903		$651,226	

Outcome 3: Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a "meta-warehouse," combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the

proposed data warehouses that will be built at each of the eight state supported postsecondary institutions, along with data from the Idaho Department of Labor. This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based.

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$287,105	$288,175	$288,175	$863,455	Staff support to contractor designing the P-20 and workforce data warehouse (approximately 1,655 hours), includes time for training for 20 staff members for SLDS and reporting and analysis system. Staff support effort decreases to 1/2 the time years 2-3. Allows for $154,860 for year one and $77,430 for years two and three. One Project Manager, 100% of the time at $78,500 years 1-3. One Database Administrator, 100% of the time at $78,500 years 2-3. One Research Analyst 100% of the time at $53,745 years 1-3.
Benefits	$82,563	$92,499	$92,499	$267,560	
Travel	$17,086	$17,086	$17,086	$51,258	Meetings to review design of the P-20 and workforce data warehouse and for training on the use of the reporting and analysis system. Three people to attend the NCES SLDS grant recipient meetings in DC. Assumes $550 airfare, three days hotels at $190, three days per diem at $64 and $50 for taxi/shuttle.
Equipment	$149,061	$20,000	$20,000	$189,061	Servers for P-20 and workforce data warehouse and for the reporting and analysis system includes software and licenses. Two desktop computers for SBOE Project Manager and Database Administrator.
Supplies					
Contractual	$727,601	$427,601	$427,601	$1,582,803	Contractor time for table design and initial load, ETL and cube development, and training for staff for the P-20 and workforce data warehouse. Allows for $727,601 for the first year and $427,601 for years 2-3. Contractor time to build reports along with license fees for selected reporting and analysis software. Allows for

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
					$400,000 for the first year and $200,000 for subsequent years for maintenance fees and report development. Contractual positions will include Data Warehouse Architect, Data Warehouse Developer/Analyst, Reporting/ Analysis Developer and Trainer, Technical Report Writer.
Construction					
Other	$2,399,904			$2,399,904	Construction of data warehouses for the eight postsecondary institutions to provide data needed to populate P-20 and workforce data warehouse $299,988 per institution
Total Direct	$3,663,320	$845,361	$845,361	$5,354,041	
Indirect	$57,646	$59,186	$59,186	$176,018	
Training Stipends					
Total Costs	$3,720,966	$904,547	$904,547	$5,530,059	

Outcome 4: Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, email notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

Outcome 4	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$200,000	$65,000		$265,000	Contractor time to design and build a system that aligns with SDE's current application rewrite and incorporates with the P-20 and workforce data warehouse
Construction					
Other					
Total Direct	$200,000	$65,000		$265,000	
Indirect	$3,500	$3,500		$7,000	
Training Stipends					
Total Costs	$203,500	$68,500		$272,000	

Outcome 5: Deploy web services to facilitate the exchange of data across agencies and states

Deploy web services to facilitate the exchange of data across agencies, and states within a services oriented architecture (SOA).

Outcome 5	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	$158,000	$31,600	$31,600	$221,200	Install Storage Area Network (SAN) device. Hardware includes: rack, drives (multiple), cache memory, SATA expansion units, base unit, cabling, backup drives, fail-over and load balancing, power supply, and UPS.
Supplies	$14,000	$2,800	$2,800	$19,600	Software: Resource manager, replication software, link management, data protection suite, backup service manager plus maintenance agreement at 20%.
Contractual	$351,520	$174,720	$174,720	$700,960	One web services specialist consultant to assist in development of web service requirements at $85 per hour for one year (2080 hours). One Senior Development Analyst full time (100%), years 1-3 to oversee the development of web services at $65,000 per year. One Database Administrator full time (100%) at $65,000 per year, years 1-3 to oversee development and maintenance. Fringe benefits at 33% of salary and 2% COLA.
Construction					
Other	$5,000	$5,000	$5,000	$15,000	Administrative services at $2,500 per FTE.
Total Direct	$528,520	$214,120	$214,120	$956,760	
Indirect	$5,460	$3,892	$3,892	$13,244	
Training Stipends					
Total Costs	$533,980	$218,012	$218,012	$970,004	

Outcome 6: Establish a K-12 Learning Management System to support formative assessments and curriculum management

Implement a K-12 Learning Management System (LMS) that provides student information to teachers in the classroom to accurately assess student-level strengths and weaknesses to facilitate targeted instruction. The LMS will create, track, and manage curriculum, instructional plans; assessment data (formative, benchmark and high stakes).

Outcome 6	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	$125,000	$25,000	$25,000	$175,000	Server to host application and additional SAN drives
Supplies					
Contractual	$5,900,000	$1,180,000	$1,180,000	$8,260,000	Purchase of Learning Management System, (assessments, curriculum, content, reports, dashboards) plus ongoing licensing fees for application and content. Project Manager to manage requirements and deployment process, 100% of time, years 1-3 at $95 per hour, 2080 hours per year.
Construction					
Other					
Total Direct	$6,025,000	$1,205,000	$1,205,000	$8,435,000	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$6,028,500	$1,208,500	$1,208,500	$8,445,500	

Outcome 7: Create a statewide K-12 data utilization training program

Assist educational stakeholders in adopting data utilization for modification of instructional and organizational practices. Support a network of school data teams who use data to monitor student proficiency and adjust instruction, curriculum, and pacing to maximize results and share best practices. Create demand and use of data by local and state administrative personnel.

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
Personnel	$460,000	$469,200	$478,584	$1,407,784	Six full time staff, 100% of time. One Director of Data-Driven Instruction (years 1-3), five Regional Data Coaches (years 1-3). The Director of Data-Driven Instruction will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Regional Data Coaches will train LEAs on data utilization to measure and monitor instructional practices and policy making. Estimated project effort is 100%. Director salary of $85,000, Regional Coaches at $75,000, plus benefits at 33% of salary and 2% COLA.
Benefits	$151,800	$154,836	$157,933	$464,569	
Travel	$203,904	$207,982	$212,142	$624,028	Twelve school visits or workshops per month (per staff member) resulting in three overnight stays at $100 a night plus $76 a day per diem times six staff. 180 workshops per year (6 trainers times 3 per month) with supplies of $400 each.
Equipment	$18,700	$3,740	$3,740	$26,180	Laptops, software, web cameras and video equipment.
Supplies	$72,000	$72,000	$72,000	$216,000	
Contractual	$54,900	$27,450		$82,350	Contract with Oregon Department of Education. Training Director of Oregon Direct Access To Achievement (DATA) Project to assist Idaho. Incorporation of Oregon DATA Project materials and methodologies into Idaho's data utilization training program. Oregon Training Director travel at three days per month for eighteen months at $1,000 per day consulting compensation and $525 per day for travel and per diem.

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
Construction					
Other	$400,000	$100,000	$50,000	$550,000	Video production work for on-line training material development plus printed training materials.
Total Direct	$1,361,304	$1,035,208	$974,398	$3,370,911	
Indirect	$127,779	$130,063	$128,892	$386,733	
Training Stipends					
Total Costs	$1,489,083	$1,165,271	$1,103,291	$3,757,644	

Outcome 8: Create web widgets and tools to provide targeted appropriate information to stakeholders

Processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating information sets and web gadgets and tools designed for their common web behaviors and actionable information.

Outcome 8	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$149,760	$299,520	$50,400	$499,680	One full time application developer at $72 per hour for 2,080 hours year one, two full time application developers at $72 per hour for 5,160 hours year two, one part time application developer at $72 per hour for 700 hours year three.
Construction					
Other	$165,000	$40,000		$205,000	Market research to identify stakeholder groups, survey their educational interest and web habits. Conduct focus groups for each stakeholder group to gain insight on potential information sets and delivery mechanisms (yr 1). Post deployment research to analysis project effectiveness and adjust to match stakeholder feedback (yr 2).
Total Direct	$314,760	$339,520	$50,400	$704,680	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$318,260	$343,020	$53,900	$715,180	

Outcome 9: Develop pilot multi-state collaboration

Costs for participating in the multi-state exchange are based on equal sharing for four states of all initial development and maintenance costs over three years. Each state's share will equal $117,500. That covers matching of all public school students in grades 9-12 and public postsecondary students in all four states. Initial activities to develop this pilot multi-state exchange were funded by a grant from the Bill and Melinda Gates Foundation, but the grant that supported those efforts has since ended. This proposal's budget includes an amount sufficient only for the physical matching of data from multiple states. We anticipate that a grant currently under consideration by the Gates Foundation will support other costs, including that for travel and meeting expenses and WICHE's involvement.

Outcome 9	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	$117,500	$117,500	$117,500	$352,500	Covers matching of all public school students in grades 9-12 and public postsecondary students in all four states.
Construction					
Other					
Total Direct	$117,500	$117,500	$117,500	$352,500	
Indirect	$3,500	$3,500	$3,500	$10,500	
Training Stipends					
Total Costs	$121,000	$121,000	$121,000	$363,000	