

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120018

Grants.gov Tracking#: GRANT11026197

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e10
<i>Attachment - 1 (1234-Project Abstract Final)</i>	e11
6. Project Narrative Form	e12
<i>Attachment - 1 (1239-Project Narrative Final)</i>	e13
7. Other Narrative Form	e53
<i>Attachment - 1 (1236-Optional Attachments)</i>	e54
<i>Attachment - 2 (1237-Letters of Support)</i>	e69
<i>Attachment - 3 (1238-Resumes SLDS Grant)</i>	e74
8. Budget Narrative Form	e87
<i>Attachment - 1 (1235-BUDGET NARRATIVE final)</i>	e88
9. Form ED_524_Budget_1_2-V1.2.pdf	e100

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.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="12/15/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Iowa Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="426004525"/>	* c. Organizational DUNS: <input type="text" value="8083465550000"/>

d. Address:	
* Street1: <input type="text" value="400 E. 14th Street"/>	
Street2: <input type="text"/>	
* City: <input type="text" value="Des Moines"/>	
County/Parish: <input type="text"/>	
* State: <input type="text" value="IA: Iowa"/>	
Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code: <input type="text" value="50319-0146"/>	

e. Organizational Unit:	
Department Name: <input type="text" value="Iowa Department of Education"/>	Division Name: <input type="text" value="Comm. & Infor. Servcies"/>

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jay"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pennington"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Chief, Bureau of Information & Analysis Serv"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="515-281-4837"/>	Fax Number: <input type="text" value="515-242-5988"/>
---	---

* Email: <input type="text" value="jay.pennington@iowa.gov"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

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

Iowa???'s Education Outcome Collaborative: Building on P-20W Efforts

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,997,433.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,997,433.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>James Pennington</p>	<p>* TITLE</p> <p>Chief, Bureau of Information & Analysis Serv</p>
<p>* APPLICANT ORGANIZATION</p> <p>Iowa Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Iowa Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="Jay"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Pennington"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief, Bureau of Information & Analysis Serv"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="James Pennington"/>	* DATE: <input style="width: 100px;" type="text" value="12/15/2011"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Jay		Pennington	

Address:

* Street1: 400 E. 14th St

Street2:

* City: Des Moines

County:

* State: IA: Iowa

* Zip Code: 50319-0146

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

5152814837 5152425988

Email Address:

jay.pennington@iowa.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract - Iowa's Education Outcome Collaborative: Building on P-20W Efforts

K-12 outcomes have become a centerpiece of recent education reform efforts. The first priority in the March 2010 *Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* from Secretary Duncan and the Obama administration includes college and career ready students as a critical to keeping the United States competitive. In October 2011, Governor Branstad's administration and the Iowa Department of Education released *One Unshakable Vision: World-Class Schools for Iowa* which call for a rigorous goal of ninety percent of Iowa students demonstrating college and career readiness to keep Iowa nationally and internationally competitive.

The Iowa Department of Education, Iowa Board of Regents and Iowa Workforce Development propose to build upon recent efforts to systematically connect and use information from Iowa's Statewide Longitudinal Data System (SLDS) to evaluate P-20W educational programs. The goals of this joint effort include: 1) Build P-20W SLDS including data from PK-12, Community Colleges, Post-Secondary and Workforce; 2) Provide systematic feedback loops to multiple stakeholder groups; 3) Establish a reporting system to identify successful districts based on PK-12, Post-Secondary and Employment Measures; 4) Build a metrics-driven culture where outcome data and analysis are widely used: Provide high-value training, data literacy and reports to education stakeholders.

Some of this work has already begun. Iowa is a recipient of a 2009 SLDS grant from IES and a 2010 WDQI grant. These projects provide a foundation and framework for linkages from PK-12, to Post-Secondary into the Workforce. While these efforts have been successful, they fall short in systematically evaluating the impact of Iowa's PK-12 education system.

Iowa proposes to use this grant opportunity to examine student pathways for success. Students from Iowa's PK-12 system often follow disparate paths into the workforce. Iowa will examine each pathway in order to determine what works and identify where supports are needed. By expanding Iowa's SLDS across the P-20W pipeline, longitudinal analyses and outcome studies are possible that heretofore have not been possible.

Iowa's plan is to *collaborate, create and integrate*: **Drive collaboration** across the education/workforce spectrum by establishing an Iowa Outcomes Collaborative in generating broad direction and ownership; **Create** the next-generation state longitudinal data system which provides stakeholders with clear, timely, actionable data needed for education reform; **Integrate** data and reporting systems across stakeholder groups by investing in talent and tools for training, and feedback management. Integration is the key to make sure this project endures and provides the highest possible utility for those charged with attaining Iowa's education and workforce development goals.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Project Title: Iowa’s Education Outcome Collaborative: Building on P-20W Efforts

a)# Need for Project – Priority 3: To Develop and Link Post-Secondary and Workforce Data with K-12..... 1#

 i)# *Background and Iowa Context* 1#

 ii)# *Iowa’s Context and Past Accomplishments*..... 2#

 iii)#*Project Need* 8#

 iv)#*What do the current findings conclude?* 9#

 v)# *Data System Needs*..... 9#

b)# Project Deliverables..... 10#

c)# Project Timeline..... 16#

d)# Project Management and Governance 26#

 i) Needs and Uses 26

 ii) Project Governance 27

 iii) Ownership, Collaboration and Decision Making to Ensure Institutional Support 29

 iv) Sustainability – Funding and Legislative Support..... 30

 v) Project Management..... 31

 vi) Technical Requirements 32

 •#Privacy Protection and Data Accessibility 32#

 •#Data Quality..... 33#

 •#Interoperability..... 34#

 •#Enterprise-wide Architecture 35#

 vii) Data Use Requirements..... 35

 •#Secure Access 35#

 •#Data Use Deliverables 35#

 •#Training..... 35#

 •#Professional Development on Data Use..... 35#

 •#Evaluation 36#

 •#Partnerships with Research Community 36#

e)# Staffing..... 36#

Project Title: Iowa's Education Outcome Collaborative: Building on P-20W Efforts

a) Need for Project – Priority 3: To Develop and Link Post-Secondary and Workforce Data with K-12.

i) *Background and Iowa Context*

K-12 outcome data has become a centerpiece of recent education reform efforts. The first priority in the March 2010 “*Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*” from Secretary Duncan and the Obama administration targets college and career ready students as critical to keeping the United States globally competitive. Recent PISA test (2009) results demonstrate that the United States continues to score significantly lower than many OECD nations.

Eric Hanushek and colleagues (2010) compared the United States’ student mathematics performance to other nations seeking highly-skilled workforces. Mathematics proficiency is a key measure that employers value in recruiting and developing candidates for the highly-valued technology, engineering, health care and research jobs needed to advance a country’s standard of living and quality of life. On all measures reported, Iowa ranked below the U.S. national average and below many nations internationally. The analysis is but one indicator of how far Iowa must progress to produce a world-class workforce that can compete on the global stage.

In October 2011, Governor Branstad’s administration and the Iowa Department of Education released “*One Unshakable Vision: World-Class Schools for Iowa*” which calls for a rigorous goal of ninety percent of Iowa students demonstrating college and career readiness to keep Iowa nationally and internationally competitive. The State and Federal focus on college and career readiness has become a competitive emphasis for Iowa as well.

The Iowa Department of Education in conjunction with the Iowa Board of Regents and Iowa Workforce Development propose to build upon recent efforts to systematically connect and use information from Iowa’s Statewide Longitudinal Data System (SLDS) to evaluate P-20W educational programs.

In short, our plan is to *collaborate, create and integrate*:

- Drive collaboration among discrete stakeholders in fostering broad ownership for this initiative
- Create the next-generation post-secondary/workforce information system which connects stakeholders with clear, timely, actionable data.
- Ensure data is integrated and constantly acted upon across stakeholder groups by investing in talent and tools for training and updating. Integration is key for making sure this project endures and provides the highest possible utility for those charged with attaining Iowa’s education and workforce development goals.

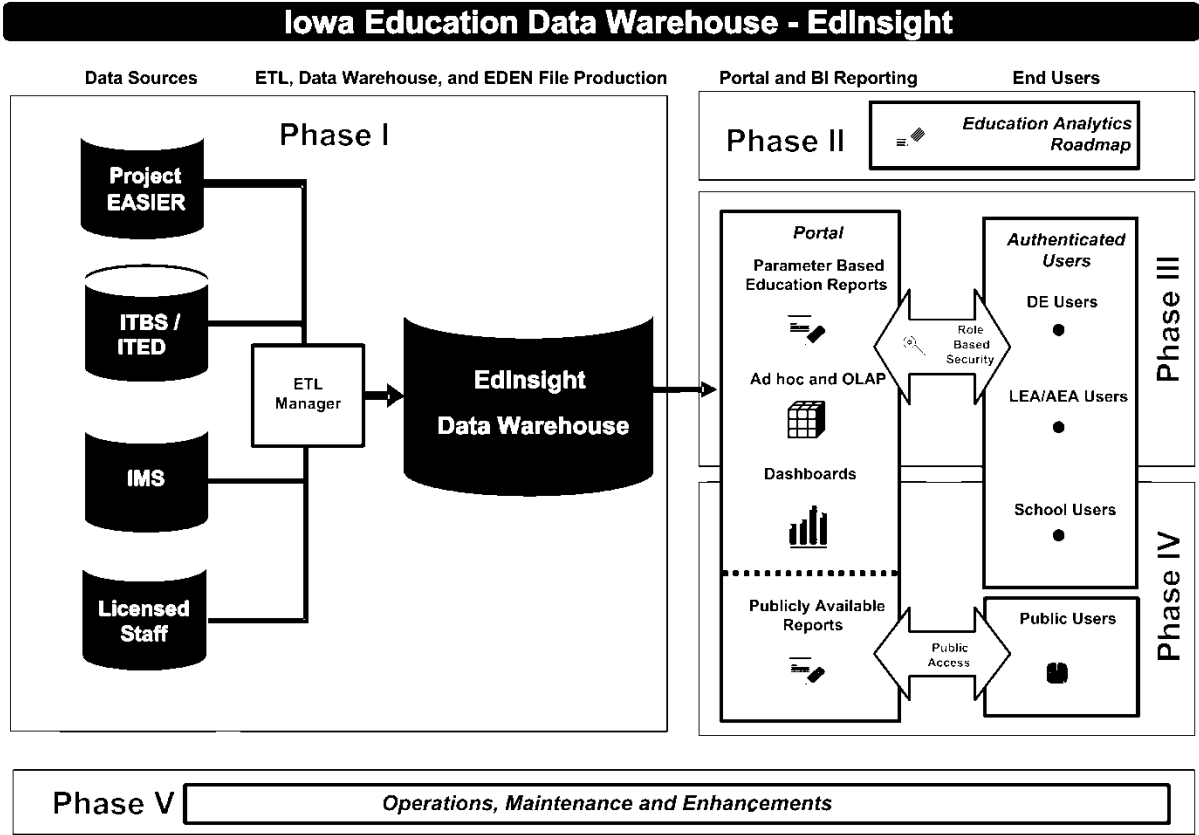
Using this “collaborate, create and integrate” approach, the strategic goals of this joint effort are:

1. Build P-20W SLDS including data from PK-12, Community Colleges, Regent Universities and Workforce.
2. Provide systematic feedback loops to multiple stakeholder groups including LEAs, AEAs, Department of Education staff, program staff at Iowa Regent Universities and Iowa Workforce partners.
3. Establish feedback loops to identify successful districts based on PK-12, Post-Secondary and Employment Measures.
4. Deliver reporting systems to link post-secondary outcomes and assist consumers in their choices and planning for post-secondary education.
5. Deliver reporting systems to evaluate ROI for publicly funded workforce training programs and to assist consumers in aligning their career goals with their training options.
6. Build a metrics-driven culture among stakeholders in which analysis and application of outcome data is not only integrated into policy and planning, but is also a part everyday business across enterprises. Provide high-value training, data literacy and reports to stakeholders.

Iowa has successfully collaborated across state government between PK-12 Education, Post-Secondary and Workforce partners. The DE has also been successful working with local partners such as its Area Education Agencies and Local Education Agencies in building its K-12 SLDS. While this collaboration has been productive, we still need to create automated and systematic linkages between K-12, Community Colleges, Regent Universities and Workforce. Iowa requests the Institute of Education Sciences grant not only to create interoperable and automated sharing to answer specific policy questions, but also to expand use of this powerful information across stakeholder groups.

ii) Iowa’s Context and Past Accomplishments

In 2008, the DE invested approximately \$1.9 million of its own funds in order to build an Iowa SLDS. This investment focused on building two cornerstone systems: 1) EdInsight – a PK-12 Education Data Warehouse and 2) the Iowa Transcript Center. The figure below provides a high-level architectural design of EdInsight. This diagram illustrates the data sets and functionality of this data system. EdInsight is a secured portal built on a business intelligence platform which provides pre-formatted reports and ad-hoc functionality to different types of education stakeholders such as Principals, Curriculum Directors, Assessment Consultants and others.



An example of two of EdInsight’s more popular reports can be found in Appendix A-1 and A-2. These are only two examples of the vast functionality of this platform. Both examples highlight assessment results examining different longitudinal cohorts across time. Security controls can be defined by role, group, indicator, individual and location. Appendix A-3 provides an overview of the content of reports as well as the future plans for development.

The second investment Iowa made was to build a transcript and student record exchange solution. In order to build a successful transcript system, the DE collaborated with the Iowa Board of Regents, and three Regent Universities which include University of Iowa, Iowa State University and the University of Northern Iowa. This project was a collaborative effort between all parties and resulted in a system for sharing secondary transcripts with post-secondary institutions in Iowa.

A goal of the Iowa unified transcript system was to provide high school course data to the Regents for use in computing the Iowa Regent Admission index (RAI). The RAI has been in use since 2007. The RAI is a formula which combines ACT composite score, grade point average, class rank and the number of core/advance courses completed to compute a score. These four factors were found to be excellent predictors of student success in post-secondary courses at the public universities. The creation of the RAI supports a rigorous and challenging curriculum for high school seniors. The DE built a transcript center to assist the Regents in standardizing the SCED codes for computation of the RAI. A RAI score of 245 indicates automatic admittance to an Iowa Regent University. The core courses in the formula are identified by the state-

implemented standard School Codes for the Exchange of Data (SCED). Appendix A-4 provides a screen shot of the formula and a planning tool for student use to determine a hypothetical RAI score. The DE built the transcript center to assist the Regents in automating the computation of the RAI.

In 2009, Iowa received a SLDS grant from the Institute of Education Sciences to build “*Iowa’s Unified Longitudinal Data System Infrastructure.*” This grant built upon the initial investment from the DE. The 2009 grant deliverables include:

Deliverable	Status	Description
A statewide LDS that provides student-level data over time	Complete	EdInsight, Iowa’s SLDS, has been deployed. EdInsight includes seven years of linked student data. Over 2,000 end users have been trained.
Interoperability between SEA and LEA data systems	In process	A SIF test system has been deployed. The production environment will be installed in November 2011. A pilot will be completed in December 2011.
EdFacts (Federal) reporting and 4-year graduation rate	Not started	An EdFacts reporting pilot will be completed in Fall 2012.
Expanding EdInsight to include expanded data such as other third party assessment information, finance data and teacher data.	In process	Multiple years of teacher data have been loaded. Third party assessment data such as the NWEA Map assessment have been received from the testing vendor. Data profiling is completed. Reporting requirements will be defined and reports will be built for end user access. Finance data will be loaded for reporting later in the project timeline.
Interoperability with post-secondary data systems	In process	The DE built an automated transmission feed to post-secondary via the transcript system. This will assist with moving data and calculation of the Regent Admission Index.

Link to Workforce	In process	A memorandum of understanding has been signed. DE staff will begin matching studies this fall. In Spring 2012 the DE will complete initial studies linking K-12 workforce data.
Electronic transcript system	Complete	The Iowa Transcript Center was launched in January 2011. A pilot phase was completed and Regent Universities are receiving transcripts from Iowa high school students. Currently, 60% of districts can send and receive electronic transcripts and student records. The goal is 100% of district participation in the 2011-12 school year.

The DE is currently in the third year of this five-year grant project. All grant deliverables will be completed by the project end date in 2014.

The DE has been successful in communication and outreach efforts to build and deploy EdInsight. The DE works with regional Area Education Agencies to define business questions that need to be answered and develop reports to support these questions. AEAs have been critical in training and rollout of EdInsight statewide. In the past two years, over 1,700 LEA and AEA employees have been trained. Approximately 5,000 reports are executed per month.

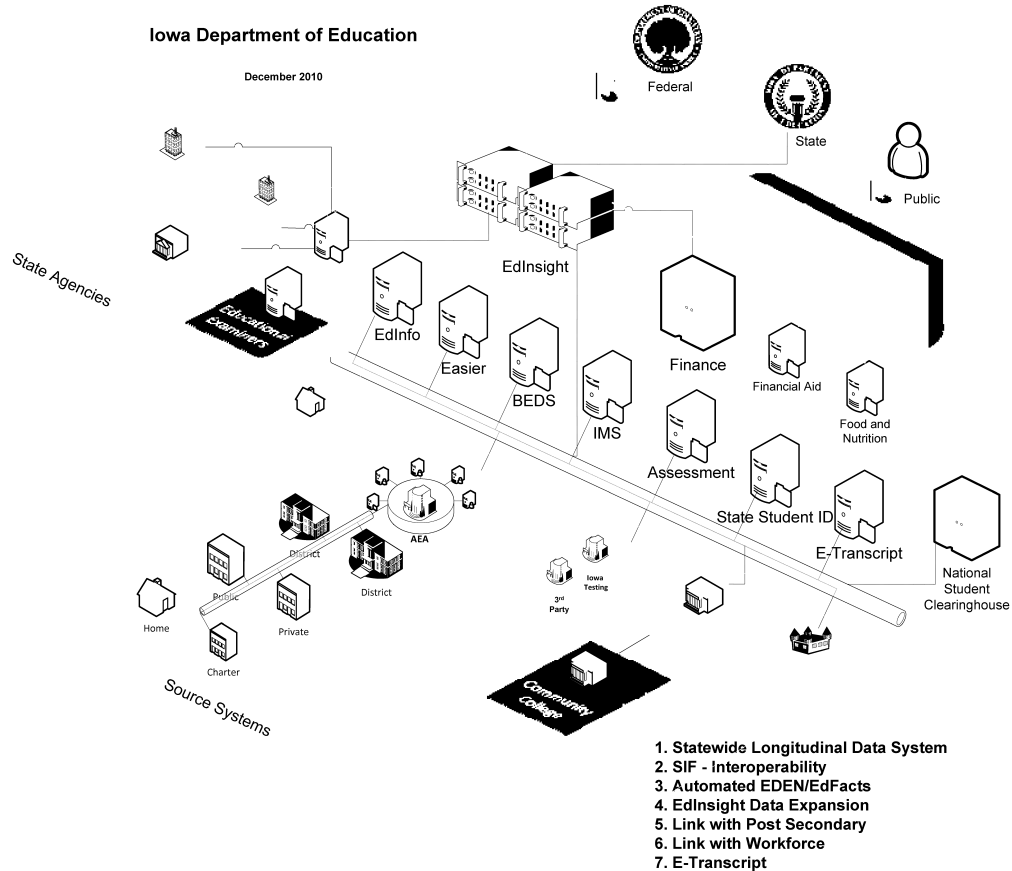
The DE completed multiple statewide needs assessments in order to gather input from various stakeholders in building, planning and deploying data solutions. The first needs assessment was completed in early 2008 and the results were used in the initial design of EdInsight. Input was provided in 20 focus groups with over 180 participants. A follow-up survey was used to provide more specific input from over 650 respondents. In early 2011, the DE completed a needs assessment with internal program consultants to be sure development plans address internal stakeholders. Lastly, in summer and fall 2011, the DE expanded these efforts with statewide focus groups and survey.

The primary findings summarized from outreach efforts are:

- The SLDS should foster meaningful use of data to benefit student learning.
- Stakeholders want to know what works and does not work for student learning and growth.
- With broad and common use of more types of data by many people for many purposes, there are higher risks of misinterpreting data, either by those analyzing it or those receiving it.
- The current and future state of education includes a greater application of and reliance on data.

These results will be used in continued development of Iowa's SLDS (see Appendix A-5 for high level findings). The DE has taken a customer focus by building reports based on input from LEA and AEA throughout planning design and rollout.

The conceptual diagram below was built from the results of Iowa's needs assessment efforts. It provides a high-level overview of Iowa's SLDS. The image shows Iowa's vision to build and extend a statewide LDS. It includes the different agencies such as Iowa Workforce Development and Community College. It also depicts the deliverables that will be completed with Iowa's 2009 SLDS grant. Future expansion includes systematic linkages with Early Childhood, Department of Public Health and Department of Corrections.



The 2009 SLDS grant includes deliverables with both post-secondary and workforce. In order to accomplish this work, the DE formed a joint governance structure which includes K-12 representatives, post-secondary institutions and workforce. This committee has met regularly over the past two years to define specific deliverables and build a strategy for completion. Specifically, the post-secondary committee has been focused on: 1) building a K-12 feedback report (2009 SLDS deliverable), and 2) the new requirements that were outlined in the State Fiscal Stabilization Funds (SFSF II). The SFSF II requirements were unveiled after the 2009 SLDS grants were awarded.

This joint collaboration has been successful in planning for a data exchange between each Regent University and the DE. The details of this collection can be found in Appendix A-6. Three sets of exchange will occur:

- Unique state identifier match between the DE and Iowa post-secondary institution.
- Collection which includes student enrollment, student progress and area concentration.
- Collection which includes degree completion.

This robust information will provide feedback to the Iowa K-12 system about student transition to 4-year post-secondary. Feedback reports will be built to focus on successful articulation and completion of a four-year post-secondary degree. Iowa has already begun the first phase of data exchange by matching the K-12 unique state identifier with student enrollment information at Iowa Regent Universities. The match rates are approximately 85% across the Regent University system. While this rate is fairly high, it is not good enough to systematically build linkages and provide feedback on all students. The DE and Regents will continue to work together to increase these match rates.

The Community College system in Iowa is under the auspices of the DE. The DE currently collects and reports information about the Community College system. Community Colleges report the following information to the DE: Fall Enrollment, Student Demographic (2 times a year beginning and end of the year), Curriculum, Human Resources (e.g. teachers from the community colleges), Awards Given, and Course Catalog. A 2009 SLDS grant deliverable is to expand EdInsight from a PK-12 system to become a PK-14 system. However, the DE currently lacks a collection system for transmission of Community College data. Currently, data are collected via a secured ftp site. All checks and data validation are entirely manual. DE consultants send data sets back and forth to Community College in order to clean and fix data anomalies.

The DE has been working with Iowa Workforce Development for several years on multiple projects. This work has focused primarily on projects examining the Community College system and workforce linkages. An excerpt from this partnership agreement can be found in Appendix A-7. The Economic Returns and Career Transitions publication is a unique study completed in partnership with the community college system. It follows community college students' post-secondary career and links them in their current occupation sector. The below table outline the important policy questions and the findings of this work.

<p>1) What are the wages of recent Iowa community college graduates?</p>	<p>The 2002 cohort of students were earning \$2,046 more than students in later cohorts.</p>
<p>2) Does completing a community college degree in Iowa provide an economic benefit to the individual student?</p>	<p>The rate of return varies greatly by career cluster. On average, the rate of return for completing a degree was six percent over the seven-year window examined.</p>

3) What sectors of the economy employ higher numbers of Iowa community college graduates?	Community colleges were a large part of the Iowa labor source particularly in the manufacturing and health sciences sectors.
4) Do Iowa community colleges graduate remain in the state's labor force	Estimates suggest that approximately 80 percent of community college students remained in the Iowa labor force five years after completing a community college degree.

In 2010, Iowa Workforce Development was awarded a Workforce Data Quality Initiative (WDQI) grant. The WDQI project will assist IWD in building a workforce data warehouse. This project will deliver a common platform and repository of multiple siloed data sets which can be leveraged in the future for systematic linkages. To date, the WDQI staff has been working on deploying their infrastructure and building a data inventory. IWD has also begun a requirements process to identify and define the business questions that can be answered with these data and design reports for end user access. The WDQI grant provides a solid foundation from which the DE and IWD can build and expand. This WDQI grant deliverables are a prerequisite to be able to systematically link and automate exchange of needed data.

iii) Project Need

A strategic goal of the DE and Iowa Board of Education is for Iowa students to pursue post-secondary education in order to drive economic success (see Appendix A-8 for a copy of the DE strategic goals). Iowa's P-20W system will assist in measuring success in achieving this strategic goal. By expanding Iowa's SLDS to connect K-12, Community Colleges, the Regent University system and Iowa Workforce Development, longitudinal analyses and outcome studies are possible that heretofore have not been possible. These new types of outcome measures can be built to provide feedback loops throughout the education system. An example of a new outcome measure is an Iowa-focused return on investment study between K-12 and workforce. Iowa will also use its P-20W system in order support its education reform efforts. These reform efforts include a stated goal of having 90% of Iowa students college and/or career ready after high school. Use of the information in an SLDS will provide feedback loops to both the K-12 and post-secondary institutions to examine not just test scores but also potential curriculum areas that may need to be shored up, or identify student deficit areas which need support for students to have post-secondary success.

As stated earlier in this document, by collaborating among these groups in fostering ownership for education/workforce goals as addressed by SLDS, creating SLDS build out that better connects these enterprises, and integrating the day-to-day SLDS value and utility among multiple user groups, we believe we can achieve meaningful strategic results over the long term in advancing education, career and economic progress throughout Iowa.

iv) What do the current findings conclude?

Iowa has examined existing measures such as the ACT assessment results in order gauge K-12 success in preparing its students for post-secondary. Overall, positive trends can be seen in Iowa ACT aggregate scores compared to the rest of the nation. In 2011, Iowa scored 22.3 out of a possible 36 while the national average was 21.1. While this trend appears positive, currently, only 61% of Iowa students take the ACT. This provides a measure for some but overlooks a significant portion of students.

Iowa minority students are under-represented in taking the ACT. The gaps between race/ethnic groups are also profound. For the Class of 2011, African-American students had a composite score of 17.1. Hispanic students had a composite score of 19.6, while Iowa's white students score was 22.6.

Further, a troubling trend can be seen when examining the number of students that are college ready. While Iowa students are above the nation as a whole, only 31% were deemed college ready across all four benchmarks. Iowa needs to systematically raise these numbers and a SLDS will provide a data-driven mechanism to evaluate the education system in order to build supports and raise achievement for Iowa students to compete not only nationally but also internationally.

Percent of ACT Test Takers College Ready				
	Iowa		Nation	
	2005	2011	2005	2011
Students Meeting All 4 ACT Benchmark Scores	26%	31%	21%	25%
College English Composition (ACT English Score 18)	77%	77%	68%	66%
College Algebra (ACT Mathematics Score 22)	48%	52%	41%	45%
College Reading (ACT Reading Score 21)	59%	62%	51%	52%
College Biology (ACT Science Score 24)	34%	40%	26%	30%

Specifically, Iowa is working to achieve the following goals:

1. Increase the number of Iowa students that are college and career ready;
2. Increase the number of Iowa students accessing post secondary education;
3. Increase the number of students who persist in attaining degrees and other credentials;
4. Decrease the need for remediation at the post secondary level;
5. Increase entry into employment and further education; and
6. Increase wage gain over time for student completers.

v) Data System Needs

The DE and the Iowa Legislature saw the value of building a SLDS and funded the first phases of the project. Additional funding from the 2009 SLDS has helped move the SLDS forward. While these multiple phases have built valuable capacity for linkages across the education spectrum,

the system is still in need of resources for automating and systematically reporting many key measures across the P-20W enterprise.

The American Recovery and Reinvestment Act State Fiscal Stabilization Fund require states to build a SLDS with the data included in the America Competes Act. These 12 essential data elements have proven to be difficult for some states to achieve. Iowa has made significant progress in meeting these needs, but has work to do to fully deliver a data system with all elements. Specifically, Iowa still has to build the following capacity:

- Student-level enrollment, demographic, and program participation information;
- Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through post-secondary education programs;
- Information regarding the extent to which student's transition successfully from secondary school to post-secondary education, including whether students enroll in remedial coursework.

This grant opportunity will assist Iowa in creating and delivering robust data and measures that are outlined in the American Competes Act.

Iowa's past success makes it a good investment. Iowa has pre-existing partnerships and has proven it can deliver projects by working with workforce and post-secondary partners. While these collaborative efforts have been successful, they fall short in systematically evaluating the impact of Iowa's PK-12 education system. The DE and its partners seek funding from the Institute of Education Sciences to extend these efforts. The deliverables outlined in this grant would assist Iowa in systematically assessing and supporting the goal of 90% of students attaining college and career readiness. This vision would not rely on a single assessment score given to a student in high school but would expand into post-secondary and workforce and provide true outcome measures. Further, the DE's proven approach of integrating stakeholders, defining critical questions, analyzing data, building reports and training end users in data literacy give this grant a high return-on-investment potential.

The DE along with the Community Colleges, Iowa Board of Regents, Regent Universities, and Iowa Workforce Development request funding to continue to automate these linkages, build reports as well as provide training and data literacy in the use of these data. Making P-20W data actionable and highly value-added is the next phase with Iowa's goal of systematically supporting outcome measures to help individual students and systems perform better.

b) Project Deliverables

Iowa proposes to use this grant opportunity to examine student pathways for success. Students from Iowa's PK-12 system often follow disparate paths into the workforce. Iowa will examine each pathway in order to determine what works and identify where supports are

needed. The tables below outline each career path that will be examined, the policy questions to be addressed, the SLDS goal and the achievable deliverables for this project.

The move to an inter-agency, longitudinal P-20W system means no single agency can dictate the policy questions, metrics and reports. Instead, a dynamic, collaborative system for making those decisions becomes the goal. Iowa does not want a handful of reports for today. Iowa's goal is to build a system that can: 1) evaluate and respond to (which may include rejections) inter-agency report/evaluation/research requests; 2) evaluate requests from anyone; 3) build a system that is sustainable into the unforeseeable future.

Career Path -> K-12 Students -> Grads -> Community College -> 4 Year Post-Secondary	
Decision/Question	<ol style="list-style-type: none"> 1) What works for college readiness? 2) What works for employment readiness? 3) What weaknesses need to be strengthened and how? 4) What training do providers need? 5) How effective have specific programs/interventions been and what is their return on investment, including those for special populations?
SLDS Goal	Establish feedback loops to identify successful districts based on PK-12, Post-Secondary and Employment Measures.
Deliverables #1	
1a) Stakeholders will participate in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.	
<ul style="list-style-type: none"> • The governance of Iowa's P-20 data system is paramount. Existing governance structure will be extended to include these grant deliverables. • Each agency will provide a governance representative and the group will meet regularly. • Work toward an agreed upon research agenda. • Develop protocols for handling disparate research agendas. 	
1b) Program evaluation services to evaluate the effectiveness of specific programs/interventions within the K-12 system.	
<ul style="list-style-type: none"> • A DE program evaluation consultant will be hired to work with school districts and AEAs. This consultant will complete alignment research from the data in Iowa's SLDS. • The efforts will be used to create reports and identify and deliver important professional development content on what works. 	
1c) Simplified, comprehensive reporting system to feedback quality and performance information.	
<ul style="list-style-type: none"> • The DE has deployed EdInsight which can be leveraged to provide these feedback loops. This system can be extended to assist districts in identifying what works. 	

1d) Build an enterprise P-20W data dictionary solution.

- Information systems are only as good as the data they contain. Without an agreed upon set of data elements with clearly defined terms, the validity and reliability of the data contained in a system are suspect. The data dictionary and its relationship with the metadata are the foundation of an SLDS.
- As Iowa expands the data that are available across multiple agencies it is important to have precise definitions, defined source system, code sets and changes over time.
- An enterprise P-20W data dictionary will be built in order to provide end users ability to examine data from source system to deployment linkages. These meta-data will be used by each agency, program evaluation staff and researcher.

1e) Customizable application to collect information about district specific interventions/reforms.

- Current DE data systems only collect specific program participation data such as FRL, IEP, etc.
- To identify what works, this data system must be expanded to collect other types of teaching and learning programs that are supported and delivered from Iowa's Area Education Agencies or programs driven from LEA improvement efforts.
- Data system will allow for collection of detailed program improvement efforts, grade levels targeted, teachers involved, duration of efforts, students targeted.
- Create LEA defined reports on what works in PK-12 with the goal of tracking outcomes using Iowa's SLDS.

1f) Streamlined collection system for Career and Technical Education (CTE) for PK-12 districts and Community Colleges.

- Quality Career and Technical Education data in many ways is a well defined link between Iowa's secondary schools, community colleges and workforce systems.
- Many of these courses and programs are delivered in the Iowa Community College system.
- Iowa's CTE data collection system is eight years old and needs to be replaced.

1g) Research data mart, extract utility.

- Build the capability to extract needed data for researchers via the SLDS.
- Build governance structure to collect, review and approve research studies.

1h) Post High School and Community College Graduation Analysis and Feedback Reports

- A deliverable of the 2009 SLDS grant will build a freshman year feedback report for high schools. This report needs to be field tested and modified to be successful.
- The specific content of these reports will be determined through the work of the collaborative team.
- Additional interest has been expressed to build a community college feedback report with workforce data.
- Consider longitudinal cohort tracking instead of a static “freshman” report.
- K-12 feedback reports which show 1) median wages, 2) industry of employment and 3) rate of return.

1i) Provide Training and Disseminate Findings to Education Stakeholders

- The project trainer will work with each collaborative consultant to provide targeted training sessions on reports and findings.

Career Path #1: CTE -> Community College

Career Path #2: CTE -> Community College -> 4 Year Post-Secondary

Decision/Question

- 1) What factors predict success in Iowa Post-Secondary?
- 2) What weaknesses need to be strengthened?
- 3) How does a community college degree correlate with employment outcomes?
- 4) What is the completion rate for Iowa K-12 and Community College students?
- 5) How effective have specific programs/interventions been and what is their ROI, including those for special populations?

SLDS Goal

Deliver reporting systems to link post-secondary outcomes and assist consumers in their planning and decisions for post-secondary education.

Deliverables #2

2a) Participation in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.

- The governance of Iowa’s P-20 data system is paramount. Existing governance structure will be extended to include these grant deliverables.
- Each agency will provide a governance representative and the group will meet regularly.
- Work toward an agreed upon research agenda.
- Develop protocols for handling disparate research agendas.

2b) Program evaluation services to evaluate the effectiveness of specific programs/interventions within the K-12 system.

- Hire a Coordinator for Continuous Academic Program Improvement position for the Board of Regents and an Educational Program Consultant for Community Colleges within the DE.
- Work with institutional researchers and community colleges for analyzing and evaluating programs within the K-12 system.
- Work with K-12 and provide training for data usage and analyzing feedback metrics.

2c) Simplified, comprehensive reporting system to provide quality and performance information for students and parents including a Regents Admissions Index planning tool.

- Build a planning tool based on the Regent Admissions Index.
- This will include reports for school counselors, students and parents. The goal of this deliverable is to leverage data in order to inform schools and students about articulation and provide supports for success.
- Compile and manage tables of advanced courses across district for linkage to automated computing of the RAI.
- Build and automate Community College employment and wage reports.

2d) Explore the option to use alternative data sources.

- DE's current contract with the National Student Clearinghouse includes a small subset to complete the indicators required by the ARRA legislation. While helpful, it falls short in providing important information about national enrollment in 2-year colleges or 4-year public or private Universities
- The National Student Clearinghouse has the capacity to provide a robust set of feedback data to include not only Iowa Post-Secondary but all Institutions of Higher Education Nationally.
- GED data and other certifications such as the ACT National Career Readiness Certificate.

2e) Development of a post-secondary collection system, with data quality assurances.

- Iowa lacks a data collection mechanism for post-secondary.
- Community college and Regents collection system will be built.
- Data edits, checks, validation will be built in to ensure data quality.
- Data standards will be examined in the building of this new collection system.
- Interoperability will be explored to see if automation is possible.

<p>2f) Work with Iowa's Private Post-Secondary in building a plan for inclusion of their data in Iowa's SLDS.</p>
<p>2g) Provide Training and Disseminate Findings to Education Stakeholders</p> <ul style="list-style-type: none"> The project trainer will work with each collaborative consultant to provide targeted training sessions on reports and findings.

Career Path #1: Community College -> Work

Career Path #2: PK-12 -> CTE -> Community College -> 4 Year Post-Secondary -> Work

Career Path #3: Community College -> 4 Year Post-Secondary -> Work

Career Path #4: PK-12 -> Work

- Decision/Question**
- 1) What factors predict success in employment from PK-12 and Post-secondary?
 - 2) How does the demand for jobs match the supply of trained workers?
 - 3) What are the various career paths Iowa students take (including ROI) into the workforce?
 - 4) How many Iowa K-12 students are retained in Iowa's workforce?
 - 5) How effective have specific programs/interventions been and what is their ROI, including those for special populations?

SLDS Goal Reporting systems to evaluate ROI for publicly funded workforce training programs and to assist consumers in aligning their career goals with their training options.

Deliverables #3

3a) Participation in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.

- The governance of Iowa's P-20W data system is paramount. Existing governance structure will be extended to include these grant deliverables.
- Each agency will provide a governance representative and the group will meet regularly.
- Work toward an agreed upon research agenda and/or decision systems to handle disparate and possibly competing agendas.

3b) Program evaluation services to research the effectiveness of specific employment outcomes such as training programs/interventions.

- Community Colleges provide needed retraining programs for unemployed workers as well as adult education programs for additional training that may be needed.

- Link these data with Community College and provide reports on effective training programs.

3c) Build feedback and diagnostics reports for P-20W stakeholders using employment and wage data.

- Examine student preparedness measures and link to identified business needs.
- Feedback reports given to high schools from community colleges and other post-secondary.
- Build Community College career attainment reports. Dashboard reports will provide community college outcomes information on their graduates.

3c) Build an automated, interoperable and repeatable method for linking PK-12, community colleges and workforce data.

- Existing efforts to link Community College data to workforce is an entirely manual process.
- Create an efficient, interoperable and automated matching mechanism.
- National Student Clearinghouse data will be used as a source for 4 year post-secondary.

3e) Explore and Define a Career Readiness measure for Iowa.

- Assessments such as the National Career Readiness Certificate (NCRC) exist which will be examined as a potential measure.
- Explore assessments options and build system to evaluate the outcomes of these efforts.

3f) Provide Training and Disseminate Findings to Education Stakeholders

- The project trainer will work with each collaborative consultant to provide targeted training sessions on reports and findings.

c) Project Timeline

The table below outlines each proposed outcome and provides an in-depth set of tasks to be accomplished through this grant opportunity. The dates in the project plan assume an announcement of the award will be in April 2012. The DE proposes beginning work as soon as the announcement of the award. The rationale is to start as early as possible to ensure this work can be completed within the required three-year award.

Deliverable #1: PK-12 Outcomes - Tasks and Subtasks		Assigned To	Begin	End	
1a	PK-12 stakeholders will participate in Iowa Outcome Collaborative Steering Committee.		4/2/2012	7/1/2015	
	1a.1	Convene existing stakeholder groups into one new collaborative to govern the P-20W data system based on data ownership	Steering Committee	7/1/2012	7/31/2012
	1a.2	K-12 DE fills one FTE for their unit to serve on the Project Team		4/2/2012	7/1/2012
	1a.3	Identify formal policies and procedures for advancing outcomes for the State of Iowa		2/1/2015	7/1/2015
	1a.4	Assume management, long-term planning and oversight of the K-12 components of the report management system		2/1/2015	4/2/2015
1b	Program evaluation services to evaluate the effectiveness of specific programs/interventions within the K-12 system.		7/1/2012	8/25/2013	
	1b.1	Explore and become familiar with existing K-12 data systems, including DE, AEA, and local systems	DE K-12 Consult	7/1/2012	7/31/2012
	1b.2	Work with stakeholders to identify evaluation/research agenda		7/31/2012	2/26/2013
	1b.3	Evaluate identified intervention services		2/26/2013	8/25/2013
1c	Simplified, comprehensive reporting system to feedback P-20W quality and performance information.		7/1/2012	2/1/2015	
	1c.1	PK-12 Project Team members immerse themselves in their agencies to become knowledgeable about their organizations and data	DE K-12 Consult	7/1/2012	7/31/2012
	1c.2	Inventory and prioritize reporting and evaluation needs based on PK-12 mandates, usefulness to end users, size of user groups, and feasibility of automation	DE K-12 Consult	7/31/2012	10/6/2012

Deliverable #1: PK-12 Outcomes - Tasks and Subtasks			Assigned To	Begin	End
	1c.3	Report design and deployment	DE K-12 Consult, ETL Resource, Programmer & Trainer	11/28/2012	12/23/2013
	1c.4	Establish a review process and timeline to evaluate usage levels. Include feedback links on reports for continuous improvement	DE K-12 Consult	12/23/2013	1/7/2014
	1c.5	Repeat process for another cycle of reports	DE K-12 Consult, ETL Resource, Programmer & Trainer	1/7/2014	12/3/2014
	1c.6	Develop and present recommendations for managing ongoing report requests from internal and external sources, including review policies, security protections, and potential cost recovery to the Steering Committee	DE K-12 Consult	12/3/2014	2/1/2015
1d	Build or purchase an enterprise P-20W data dictionary solution.			7/1/2012	9/25/2013
	1d.1	Analyze and compile business requirements for data dictionary tool, including importing existing data and versioning	Project Manager	7/1/2012	7/31/2012
	1d.2	Design and develop or purchase data dictionary application	Programmer	7/31/2012	1/27/2013
	1d.3	Test application, including sample import from EASIER	Programmer	1/27/2013	3/28/2013
	1d.4	Import/populate data dictionaries, including EASIER and other data sets as needed	Programmer	3/28/2013	7/26/2013
	1d.5	Publish complete dictionaries to a readily accessible web location	Programmer	7/26/2013	8/26/2013
	1d.6	Transition maintenance/support to DE staff	Programmer	8/26/2013	9/25/2013
1e	Customizable application to collect information about district specific interventions/reforms.			8/25/2013	2/3/2015

Deliverable #1: PK-12 Outcomes - Tasks and Subtasks			Assigned To	Begin	End
	1e.1	Explore distribution options for sharing pilot evaluation findings either incorporated into the evaluation tool or separate from it	DE K-12 Consult	8/25/2013	9/24/2013
	1e.2	Develop evaluation tool from pilot experiences	DE K-12 Consult, ETL Resource & Programmer	9/24/2013	3/24/2014
	1e.3	Test and refine evaluation tool	DE K-12 Consult, ETL Resource & Programmer & Trainer	3/24/2014	2/3/2015
1f	Streamlined collection system for Career and Technical Education (CTE) for PK-12 districts and Community Colleges.			7/1/2012	7/28/2014
	1f.1	Understand existing systems, data elements and reporting procedures	DE K-12 Consult, DE CC Consult,	7/1/2012	7/31/2012
	1f.2	Design a CTE collection system for student-level data	DE K-12 Consult, DE CC Consult, ETL Resource & Programmer	7/31/2012	2/11/2013
	1f.3	Build CTE collection system	ETL Resource & Programmer	2/11/2013	5/12/2013
	1f.4	Test CTE collection system	DE K-12 Consult, DE CC Consult, ETL Resource & Programmer	5/12/2013	9/9/2013
	1f.5	Deploy CTE collection system	DE K-12 Consult, DE CC Consult, ETL Resource, Programmer & Trainer	9/9/2013	6/28/2014
	1f.6	Transition ongoing management and oversight to DE staff	DE K-12 Consult & DE CC Consult	6/28/2014	7/28/2014
1g	Research data mart, extract utility			4/1/2014	6/10/2015
	1g.1	Research streamlining options	Project Team & ETL Resource	4/1/2014	9/28/2014
	1g.2	Present recommendations to Steering Committee	Project Team	9/28/2014	10/13/2014
	1g.3	Design authorized solution, including security	& ETL Resource & Programmer	10/13/2014	6/10/2015

Deliverable #1: PK-12 Outcomes - Tasks and Subtasks		Assigned To	Begin	End	
1h	Re-engineered Freshman Year Report from Community Colleges and Regents.		9/6/2012	5/27/2013	
	1h.1	Collaboratively adopt a model (e.g., Washington, Colorado)	Project Team	9/6/2012	10/6/2012
	1h.2	Establish a data management plan for distributing the reports, including where data will be housed and how/when it will be updated	Project Team, ETL Resource & Programmer	9/29/2012	11/28/2012
	1h.3	Build Freshman Year Report	ETL Resource & Programmer	11/28/2012	3/28/2013
	1h.4	Deploy, train, and market to end users	Project Team & Trainer	3/28/2013	5/27/2015
1i	Provide Training and Disseminate Findings to Education Stakeholders		1/1/2013	6/30/2015	
	1i.1	Work with collaborative team to identify critical areas for training	Trainer	1/1/2013	6/30/2015
	1i.2	Deploy, train, and market to end users	Project Team & Trainer	3/28/2013	6/30/2015

Deliverable #2: Post-Secondary Outcomes - Task and Subtasks		Assigned To	Begin	End	
2a	Post-Secondary stakeholders will participate in Iowa Outcome Collaborative Steering Committee.		4/2/2012	2/1/2015	
	2a.1	Convene stakeholder groups into one new collaborative to govern the P-20W data system based on data ownership	Steering Committee	7/1/2012	7/31/2012
	2a.2	Board of Regents and Community Colleges (DE) each fill one FTE for their unit to serve on the Project Team	Steering Committee & Project Team	4/2/2012	7/1/2012
	2a.3	Identify formal policies and procedures for advancing outcomes for the State of Iowa	Steering Committee	2/1/2015	7/1/2015
	2a.4	Assume management, long-term planning and oversight of the post-secondary components of report management system	Steering Committee	2/1/2015	2/1/2015
2b	Program evaluation services to evaluate the effectiveness of specific programs/interventions within the post-secondary		7/1/2012	6/30/2015	

Deliverable #2: Post-Secondary Outcomes - Task and Subtasks		Assigned To	Begin	End
	systems.			
2b.1	Explore and become familiar with existing post-secondary data systems	DE CC Consult & Academic Improve Researcher	7/1/2012	7/31/2012
2b.2	Work with stakeholders to identify evaluation/research agenda		7/31/2012	2/26/2013
2b.3	Perform/assist with agreed-upon evaluation/research services		2/26/2013	5/2/2015
2b.4	Transition ongoing services to post-secondary staff		5/2/2015	6/30/2015
2c	Simplified, comprehensive reporting system to feedback P-20W quality and performance information.		7/1/2012	2/1/2015
2c.1	PK-12 Project Team members immerse themselves in their agencies to become knowledgeable about their organizations and data	DE CC Consult & Academic Improve Researcher	7/1/2012	7/31/2012
2c.2	Inventory and prioritize reporting and evaluation needs based on post-secondary mandates, usefulness to end users, size of user groups, and feasibility of automation	DE CC Consult, Academic Improve Researcher	7/31/2012	10/6/2012
2c.3	Report design and deployment	DE CC Consult, Academic Improve Researcher, Programmer, ETL Resource & Trainer	11/28/2012	12/23/2013
2c.4	Establish a review process and timeline to evaluate usage levels. Include feedback links on reports for continuous improvement.	DE CC Consult, Academic Improve Researcher	12/23/2013	1/7/2014
2c.5	Repeat process for another cycle of reports	DE CC Consult, Academic Improve Researcher, Programmer, ETL Resource & Trainer	1/7/2014	12/3/2014

Deliverable #2: Post-Secondary Outcomes - Task and Subtasks			Assigned To	Begin	End
	2c.6	Develop and present recommendations for managing ongoing internal and external requests including review policies and security protections	DE CC Consult & Academic Improve Researcher	12/3/2014	2/1/2015
	2c.7	Develop an RAI Planning Tool	PMD, K-12 Consult, Academic Improve Researcher, Programmer	12/28/2012	12/8/2013
2d	Explore the option to use alternative data sources.			9/29/2012	2/26/2013
	2d.1	Explore alternate data source options to enhance the breadth of possible comparisons, including GED and other certifications (NCRC) as well as private institutions via the National Student Clearinghouse	Project Team	9/29/2012	11/28/2012
2e	Develop a post-secondary data collection system for use by public and private educational institutions.			7/1/2012	9/11/2014
	2e.1	Become familiar with existing systems, data elements and reporting needs	DE CC Consult, Academic Improve Researcher	7/1/2012	7/31/2012
	2e.2	Explore extract capabilities and limitations of Community College, Regents, and nonpublic post-secondary institutions' student information systems	DE CC Consult, Academic Improve Researcher & ETL Resource	7/31/2012	8/7/2012
	2e.3	Design a student-level data collection system	DE CC Consult, Academic Improve Researcher, ETL Resource & Programmer	8/7/2012	2/18/2013
	2e.4	Build collection system	ETL Resource & Programmer	2/18/2013	5/19/2013
	2e.5	Test collection system with a community college, regent institution and private college if available	DE CC Consult, Academic Improve Researcher, ETL Resource & Programmer	5/19/2013	8/17/2013

Deliverable #2: Post-Secondary Outcomes - Task and Subtasks			Assigned To	Begin	End
	2e.6	Deploy post-secondary collection system to Regents Universities	Academic Improve Researcher, ETL Resource & Trainer	8/17/2013	12/23/2013
	2e.7	Deploy post-secondary collection system to Community Colleges	DE CC Consult, ETL Resource, Programmer & Trainer	10/16/2013	8/12/2014
	2e.9	Transition ongoing management and oversight to DE staff	PM & DE CC Consult	8/12/2014	9/11/2014
2f	Work with Private Post-Secondary Institution in building a plan for inclusion of their data in Iowa's SLDS			1/19/2013	9/16/2013
	2f.1	Network and outreach to private post-secondary institutions for inclusion and possible reporting assistance	PM, DE K-12 Consult, DE CC Consult & Academic Improve Researcher	1/19/2013	3/20/2013
	2f.2	Collaboratively explore complimentary needs		3/20/2013	5/19/2013
	2f.3	Offer access to PS collection system		5/19/2013	9/16/2013
2g	Provide Training and Disseminate Findings to Education Stakeholders			1/1/2013	6/30/2015
	2g.1	Work with collaborative team to identify critical areas for training	Trainer	1/1/2013	6/30/2015
	2g.2	Deploy, train, and market to end users	Project Team & Trainer	3/28/2013	6/30/2015

Deliverable #3: Workforce Outcomes - Tasks and Subtasks			Assigned To	Begin	End
3a	Workforce stakeholders will participate in Iowa Outcome Collaborative Steering Committee			4/2/2012	7/1/2015
	3a.1	Convene stakeholder groups into one new collaborative to govern the P-20W data system based on data ownership	Steering Committee	7/1/2012	7/31/2012
	3a.2	Workforce fills one FTE for their unit to serve on the Project Team	Steering Committee	4/2/2012	7/1/2012
	3a.3	Identify formal policies and procedures for advancing outcomes for the State of Iowa	Steering Committee	2/1/2015	7/1/2015

Deliverable #3: Workforce Outcomes - Tasks and Subtasks		Assigned To	Begin	End	
	3a.4	Assume management, long-term planning and oversight of the report management system	Steering Committee	2/1/2015	4/2/2015
3b	Program evaluation services to evaluate the effectiveness of specific programs/interventions within the workforce-training system.			7/1/2012	6/30/2015
	3b.1	Explore and become familiar with existing data systems and sources, including TEOS, wage and salary data	IWD Economist	7/1/2012	7/31/2012
	3b.2	Work with stakeholders to identify evaluation/research agenda	IWD Economist	7/31/2012	2/26/2013
	3b.3	Perform/assist with agreed-upon evaluation/research services	IWD Economist	2/26/2013	5/2/2015
	3b.4	Transition ongoing services to workforce staff	IWD Economist	5/2/2015	6/30/2015
3c	Simplified, comprehensive reporting system to feedback P-20W quality and performance information.			7/1/2012	2/1/2015
	3c.1	Workforce Project Team members immerse themselves in their agencies to become knowledgeable about their organizations and data.	IWD Economist	7/1/2012	7/31/2012
	3c.2	Inventory & prioritize reporting and evaluation needs based on workforce mandates, usefulness to end users, size of user groups, and feasibility of automation	IWD Economist	7/31/2012	10/6/2012
	3c.3	Plan and manage data	IWD Economist, Programmer, ETL	7/31/2012	2/26/2013
	3c.4	Report design and deployment	Resource & Trainer	11/28/2012	12/23/2013
	3c.5	Establish a review process and timeline to evaluate usage levels. Include feedback links on reports for continuous improvement.	IWD Economist	12/23/2013	1/7/2014

Deliverable #3: Workforce Outcomes - Tasks and Subtasks			Assigned To	Begin	End
	3c.6	Repeat process for another cycle of reports	IWD Economist, Programmer, ETL Resource & Trainer	1/7/2014	10/4/2014
	3c.7	Develop and present recommendations for managing ongoing report requests from internal and external sources, including review policies, security protections, and potential cost recovery to the Steering Committee.	IWD Economist	12/3/2014	2/1/2015
3d	Build an automated, interoperable and repeatable method for linking K-12, community colleges and workforce data.			7/31/2012	5/22/2014
	3d.1	Review existing methodology for linking Community College and workforce data, including existing research questions.	DE CC Consult, IWD Economist	7/31/2012	8/30/2012
	3d.2	Explore expansion options for public and non-public 4-year post-secondary inclusion	PM, DE CC Consult & Academic Improve Researcher, IWD Economist	8/30/2012	11/28/2012
	3d.3	Determine final output user needs and where they will be accessed	DE CC Consult, Academic Improve Researcher & IWD Economist	8/30/2012	10/29/2012
	3d.4	Create or obtain an efficient and effective automated matching process/system	PM & Project Team	10/29/2012	4/27/2013
	3d.5	Determine data sharing and storage parameters	DE CC Consult, IWD Economist, ETL, Programmer	4/27/2013	10/24/2013
	3d.6	Design reports	ETL Resource & Programmer	10/24/2013	2/21/2014
	3d.7	Automate reporting processes and outputs where possible	DE CC Consult, IWD Economist, ETL Resource & Programmer	2/21/2014	5/22/2014
	3d.8	Establish data maintenance/update schedules	ETL Resource	2/21/2014	3/23/2014

Deliverable #3: Workforce Outcomes - Tasks and Subtasks			Assigned To	Begin	End
	3d.9	Design marketing and training program	Trainer	2/21/2014	4/22/2014
	3d.10	Deploy final reports	DE CC Consult, IWD Economist & Trainer	4/22/2014	5/22/2014
	3d.11	Transfer responsibilities to IWD/DE staff	DE CC Consult & WD Economist	4/22/2014	5/22/2014
3e	Explore and Define a Career Readiness measure for Iowa.			7/1/2014	3/28/2015
	3e.1	Collaborate with ACT and workforce to explore effectiveness of the National Career Readiness Certificate (NCRC) and potential use as a statewide measure	Academic Improve Researcher & IWD Economist	7/1/2014	12/28/2014
	3e.2	Explore alternative measurements of career readiness, including those used by other states	Academic Improve Researcher & IWD Economist	12/28/2014	1/27/2015
	3e.3	Compile findings and present to the Steering Committee	Academic Improve Researcher & IWD Economist	1/27/2015	3/28/2015
3f	Provide Training and Disseminate Findings to Education Stakeholders			1/1/2013	6/30/2015
	3f.1	Work with collaborative team to identify critical areas for training	Trainer	1/1/2013	6/30/2015
	3f.2	Deploy, train, and market to end users	Project Team & Trainer	3/28/2013	6/30/2015

d) Project Management and Governance

The importance of this initiative is illustrated by the many letters of support which can be found in Appendix B. The letters come from multiple levels of government; from Senator Harkin who is the Chairman of the Health, Education, Labor, and Pensions Senate Committee in Washington DC to Iowa state government officials. Each agency head (Education, Regents and Workforce) responsible for a set of deliverables has provided a letter supporting the goals and deliverables of this project.

i) Needs and Uses

The goal of a longitudinal data system is to provide a generic infrastructure that can be linked across institutional silos so that a potentially unlimited number of questions could be answered

with accurate data. Policy questions range from the impact of preschool services and post-secondary education to how GEDs and dropping out of high school may affect employment outcomes. A P-20W SLDS can also enable research into specific applications such as advanced math curricula and their role in success of STEM programs. Issues and analysis that may be unforeseen today can be queried by efficient data mining if the requisite data was collected in any one of our systems.

A P-20W SLDS also allows for the addition of other agencies and outcomes such as corrections, health care, and social services. This infrastructure is not limited to technical data linkages and access; it also includes the decision making and security controls to create a robust resource for educators, administrators, policy makers, employers, and consumers. This multiagency involvement in up-front collaboration and planning, build out based on tailored needs, training and system usage is the “sweet spot” of Iowa’s grant initiative. We intend to collaborate, create and integrate as this grant put into action.

Iowa’s SLDS request also includes strengthening some of our current weaknesses in this larger system. For example, Iowa has an excellent data quality/cleansing system for K-12 data, but that expertise needs to be extended to both community colleges and our Regents institutions in a post-secondary collection system. Similarly, Iowa’s existing CTE application and community college to workforce reports need to be revised and streamlined. Iowa has a secure, role-based reporting system for student-level, K-12 data through EdInsight, but needs to build a simplified, dynamic public reporting system. Each of the deliverables that have been selected for this grant represents a key piece Iowa to complete a powerful P-20W SLDS.

ii) Project Governance

The promise of data-based decisions requires linked individual-level data over time and across education and employment sectors. The simultaneous mandate for protecting privacy, however, requires that a longitudinal data system include only what is absolutely necessary, with every available safeguard. Authorization to directly access the data requires diligent management of not only specific data sources, but specific data elements within each dataset. Each stakeholder agency must agree to the allowable uses of the data.

This delicate balance requires a sophisticated governance system that provides leadership to identify not only what works within each organization, but what works across organizations. The DE devised a multi-tier governance structure for creating the SLDS, EdInsight, and the eTranscript projects. This multi-tier approach allows the discussion of specific issues with the appropriate audiences. That helps keep the communication process among the stakeholders iterative and ongoing because it is relevant. Currently, there are five committees: steering, advisory, data governance, project management and post-secondary which each serve a specific purpose. These committees support the entire SLDS in different ways: Steering directs; advisory shapes; data governance defines; project management engineers; and post-secondary expands the scope into higher education. For a better understanding of their roles, each will be delineated. Appendix A-9 provides a sample list of committee members, including agency affiliation for the Advisory and Post-Secondary Committees.

SLDS Steering Committee: The objective of the Steering Committee is to keep the project on course to successful completion. Projects such as this that span multiple offices or programs within DE create a natural complexity requiring thorough collaboration among senior leadership. Committee members are decision makers who will consider and resolve internal and external policy issues that surface as the project develops, and which go beyond the authority of the Project Management Team and the purview of DE or any one entity. Currently, this committee includes members from partner agencies representing current or potential data sources: special education, ITP, AEAs, LEAs, Iowa Board of Regents, each Regent institution, community colleges, Board of Educational Examiners, Iowa Association of School Boards, Iowa State Education Association, Iowa Workforce Development, and ICSAC. As data from additional partner agencies such as the Iowa Department of Human Services are integrated into the SLDS, those agencies will also serve on the Steering Committee. Acting upon recommendations from the Data Governance Committee, the Steering Committee coordinates the implementation of separate but related projects that may share issues and resources, such as electronic transcripts and student record exchange. Each agency and entity involved is still, of course, the ultimate authority on its internal data definitions and procedures.

EdInsight Advisory Committee: The Advisory Committee provides a practitioner's perspective for the design, architecture, and implementation of EdInsight to ensure the project meets the needs of its constituents. The group of subject matter experts, who were intentionally selected to represent various local and state stakeholder groups, provides granular input regarding the education systems data needs and feedback on EdInsight products. Members of the committee shape the project by collectively and individually lending their expertise toward shaping the content of EdInsight education data reports and its functionality. They interact directly with the Project Management Team and provide feedback from the field regarding project developments prior to their release. In addition to being a chief source of information in the requirements process, they serve as a test group for user acceptance testing and are key to delineating professional development for clients and local information technology support staff. They are lead by a member of the Project Management Team and generally work independently of the Steering Committee. The Advisory Committee serves solely in an advisory capacity, and is not expected to be a decision-making body.

DE Data Governance Committee: The Data Governance Committee serves as a separate and specialized committee that defines the DE's approach to master data management. The Data Governance Committee creates its mission statement, goals, and objectives, which ultimately define the data culture of DE. The chief role of the Data Governance Committee is to identify data issues and propose recommended solutions. Since it has no policy making authority, the Data Governance Committee provides recommendations needed to adopt policies that ensure the quality, availability, security, and usability of Iowa education data. The group is the subject matter authority regarding data definitions. The Data Governance Committee identifies the business rules required to make certain data are current, consistent, and accurate. It maintains a log of critical data issues, including their status and resolution and shares the updated list with the department appropriately.

Post-Secondary Committee: The DE also created a post-secondary committee in order to meet the ARRA State Fiscal Stabilization Phase II requirements and the America Competes Act data elements. This committee has also been working on the post-secondary deliverables outlined in the 2009 SLDS grant. This group has been meeting for approximately two years. The goal of the committee has been to address these different set of deliverables. The goals of this grant proposal dramatically expand the scope of the work and this committee. This existing structure and group will leveraged and expanded to take on these new set of deliverables.

This existing governance structure will have to be expanded in order to accommodate and accomplish the tasks of this grant. For example, the data governance committee scope has been limited to data within EdInsight and data under the auspices of the DE. With the addition of data from other partner agencies the group will need to expand. Further, with the coming integration of other non-department data, into the SLDS analytical system, there will naturally need to be more explicitly defined data elements for reporting.

iii) Ownership, Collaboration and Decision Making to Ensure Institutional Support

This next phase of Iowa's SLDS will be a joint endeavor among the following owners, each of whom govern the use and release of their data. It is hoped, however, that other state agencies, such as the Department of Corrections, the Department of Human Services, the Department of Public Health, the Department of Economic Development, will share the need and desire to join the program evaluation consortium.

- Representatives of the Iowa Board of Regents, which governs Iowa's post-secondary Regents Institutions
- Representatives from each Iowa post-secondary institution
- Representatives of the Iowa Department of Education which oversees both Post-secondary Community Colleges and K-12 services
- Representatives of Iowa Workforce Development

Each of the three stakeholders has complete control over program evaluation efforts within their organization. For data needs that cross organizations, all parties must agree to share their data in order to proceed. Logistics will be worked out for each request as needed. For example, one agency may submit the linkage keys for the population they need information on to the other agency, who will run the match and provide the agreed upon data elements back to the requesting agency. Alternatively, organizations may determine that a report needs to be readily available to end users and they may identify a logical repository to keep the specific data elements in a common database.

When multi-agency data is involved in a report, all data owners must have controls to review and approve the release of the information. Owners may choose to include interpretation caveats with the release of the data to help prevent misuse of the information. Generic warnings may also be agreed upon, such as the inability to prove causation from correlated data, depending on the audience that will be able to access the final outputs. If owners do not

approve release of their data, all participants will actively work toward a compromise solution. For example, an aggregate version of the information might be released for agency use.

iv) Sustainability – Funding and Legislative Support

The goals and deliverables of this grant proposal support Iowa's Education Reform efforts. The metrics, reports and use of data need to persist well beyond the length of this grant window in order to achieve the goal of 90% of student's college and career ready. Iowa is not just proposing the building of a data system but a collaborative partnership that focuses building reports and metrics and with a heavy emphasis on training and professional development in the use of this information to inform practice.

The Iowa legislature has shown state support by funding several component pieces of the SLDS to date. In 2007, the Department of Education received \$516,000 of state funding to begin to build the Iowa Transcript Center. Also in 2007, the Iowa Department of Education invested \$1.9 million to build an SLDS. Beginning In 2008, Iowa has received an annual appropriation from the legislature of \$600,000 to support the SLDS. The Department of Education has asked that this be increased to \$1 million a year. The Iowa Department of Education has also carved out several state positions to support these efforts ongoing. Currently, there are 4 FTE dedicated to the Iowa SLDS. These positions will ensure the deliverables outline in the grant will be maintained and used after the end of the grant.

The Iowa Legislature has also been supportive by passing multiple state laws in line with Iowa's SLDS goals. Appendix A-10 provides details of the relevant code sections. In 2008, legislation (IC 261.2(9)) was passed to require all eligible institutions of higher education to place the unique student id in their student information system. The intent is to build capacity of the relevant data systems for linkages between K-12 and Iowa Higher Education systems. In spring 2010, the Iowa Legislature passed Senate File 2088, a government reorganization bill. In this legislation are two important code changes which support the building of Iowa's SLDS. The first requires the Iowa's Area Education Agencies and board to collaborate with the Iowa Department of Education to provide a statewide infrastructure for educational data to create cost efficiencies, provide storage and disaster mitigation, and improve interconnectivity between schools and school districts. In addition, the AEA boards must work with the department to provide system wide coordination in the implementation of the statewide longitudinal data system consistent with the federal American Recovery and Reinvestment Act of 2009.

Lastly, SF 2088 required the DE and Early Childhood Iowa (ECI) to assign the Iowa Unique Student Identifier to children in ECI programs. ECI has an array of early childhood programs. While the language in SF 2088 is specific to identifiers, the intent is to provide linkages into early childhood programs that cross state government. The goal is to examine long term outcomes as they transition into elementary education. As a result of this new law the DE and ECI formed a joint working team to implement the requirements in Iowa Code. The team proposed a multi-phased approach to assign these identifiers. The first step was to share a base set of information in order to create and assign a unique identifier. Later project stages

will include a state wide rollout as well as further data agreed to as important to answer specific policy questions.

The DE and the legislature have shown both financial support and changes in law which support the building and use of and SLDS. The DE also felt the goals of an SLDS were important enough to fund on its own. The work began in 2008 before Iowa received an SLDS grant award. These investments provide proof of Iowa's commitment in building and sustaining an SLDS for the long term.

v) Project Management

This project will be directed and managed by the Iowa Department of Education (DE) Bureau of Information and Analysis. This Bureau reports to the Chief of Staff who also oversees the Division of Communication and Information. The Program Director will be the DE, Chief of the Bureau of Information and Analysis. The Program Director will administer all of the deliverables in this grant as well as those in previous 2009 SLDS grant. This facilitates integration of multiple P-20W projects to ensure success. Project Management activities will be overseen by a DE employee who reports to the Project Director. Careful planning for each deliverable and working in concert with each agency will ensure these initiatives will be delivered and sustained.

Iowa acknowledges the challenges of managing a project and set of deliverables that span multiple stakeholders and agencies. However, the DE's past successes in engaging and working with educational partners provides a framework which will be used to manage this proposed project. There are two competing yet complimentary challenges in the management of interagency reporting: 1) support from the source agency; and 2) accountability to the inter-agency project. While accountability and productivity are critical to the success of the project, they are of limited value without the content knowledge and institutional support from the source agency. Each agency, therefore, will be responsible for hiring, evaluating, and supervising their research consultant. Additional direction and oversight will also be provided by the Project Manager housed at the Department of Education. While the research consultants will need to immerse themselves in the data of their agency and build relationships within their agency, their first priority will be to interagency reporting and deliverables.

The Project Manager will meet individually with each research consultant to establish individual goals and review their progress weekly. In addition, the Project Manager will convene the entire SLDS team weekly for collaborative updates and problem solving. A larger governance monthly meeting will include each project sponsor as well as line staff to ensure the project is on target.

The Department of Education Program Manager will actively work with each agency if interagency cooperation and priorities are not forthcoming. In the unlikely chance this situation would arise, the Program Manager will establish a review and remediation plan that will be shared with the evaluation consultant and their agency. The remediation plan will include timelines and milestones to be met in order to achieve project success.

Each individual responsible for a project deliverable will work directly with the Program Manager and Project Manager and will provide scheduled status updates as well as ad-hoc updates as requested. Section C Timeline of this proposal provides a detailed timeline and work breakdown structure (WBS). The WBS indicates responsible parties for each step of the project. This WBS will be used as a guiding timeline for the project and will be adjusted as needed in order to reach the goals and deliverables of this grant.

vi) Technical Requirements

Privacy Protection and Data Accessibility

This project will be carried out in accordance with formal Information Security Standards set by the State of Iowa's Information Security Office at the Department of Administrative Services, with the security plans of all partnering organizations, and by requirements set forth in Federal statute. The DE's information security framework addresses not only legal compliance, but also risk management, disaster preparedness, enterprise process recovery, enterprise and individual system defense, and incident response procedures.

Under the direction of the State of Iowa's Information Security Office at the Department of Administrative services, each partnering agency will be required to receive the same training courses and follow information security protocol procedures regarding:

- Data Stewardship
- Interconnectivity
- Shared User Authentication
- Removable Storage Device Encryption
- Laptop Data Protection and Recovery
- Data Classification
- Wireless LAN and WAN Security
- IT Systems Continuity
- Security Breach and Incident Reporting

Data regarding businesses, individual workers, program participants, students, and others protected under confidentiality requirements are handled under technical statutes and procedures as well as under legally binding Memorandums and Agreements. Iowa currently has multiple memorandums of understanding with Iowa Workforce Development to share data. The first memorandum of understanding was put in place for the administration of the Education and Workforce Training Outcome System and exchange of confidential information. Section 6 of the Memorandum, titled *Protection of information from unauthorized access*, explains how Iowa Workforce Development and the Iowa Department of Education safeguard each agency's information in the State Longitudinal Data System in accordance with each participating agency's data security plan. In brief, these are the highlights of how personal data is protected:

- Security procedures meet the guidelines set in the two most highly-restrictive relevant federal statutes, the Family Education Rights and Privacy Act (FERPA), and the Unemployment Insurance confidentiality regulations.
- All individuals authorized to access the SLDS are trained on data security procedures and data handling, advised of criminal penalties for misuse of data or negligence in the protection of data, and have signed documents in agreement to follow all rules within the Memorandum and in accordance with all applicable legal codes.
- All data harvested for analysis, research and information reporting shall be used solely for the specific purpose for which the information is being provided.
- All data shall be transferred under stringent technical and physical safeguards. Records transferred outside of the LDS secured storage and servers shall be promptly used for their administrative purposes and then be destroyed in accordance with procedures outlined in memorandum and detailed in the security training.
- Any violation of the procedures is cause for termination of the interagency data sharing contract.

To date there have been no security breaches or data-handling incidents to report in the SLDS.

Data Quality

Iowa's emphasis on data quality has been evidenced by the DE's frequent participation in NCES standardization efforts, publications, and presentations, including the Data Quality Curriculum Task Force. More recently, DE staff members have actively participated on the Data Use Working Group, SEA Data Use Working Group and the Section 508 Accessibility Working Group. These groups collaborate to build publications that are used nationally. DE staff members are also frequent presenters at the NCES Data Conference and Management Information Conferences.

The current K-12 data collection system (EASIER) is a mature system with detailed data cleansing edits, combined with staff who work extensively with end users to assure exceptional data quality. In addition, the DE's staff provides face-to-face end-user training multiple times per year as well as web based training opportunities. In August 2011, the DE hosted a fall Data Conference. In all, forty one different sessions were available throughout the day. Many of these sessions focused on issues related to data quality. Dr. Jason Glass, Director of the Iowa Department of Education, provided the keynote address. Twenty one presenters from the Department of Education representing six different bureaus presented on a variety of data topics. In total, there were 549 attendees representing Iowa Area Education Agencies, Non-public school, Districts and Schools.

The same high standards are expected for CTE and post-secondary data systems that we seek to build. Our data dictionary plans will also improve data quality for end users, especially for longitudinal research where code sets may have changed. Iowa is also committed to a multi-level process for data matching to assure the best match rates attainable. In addition to researching efforts of other states, Iowa is also testing its own data sets for other matching opportunities.

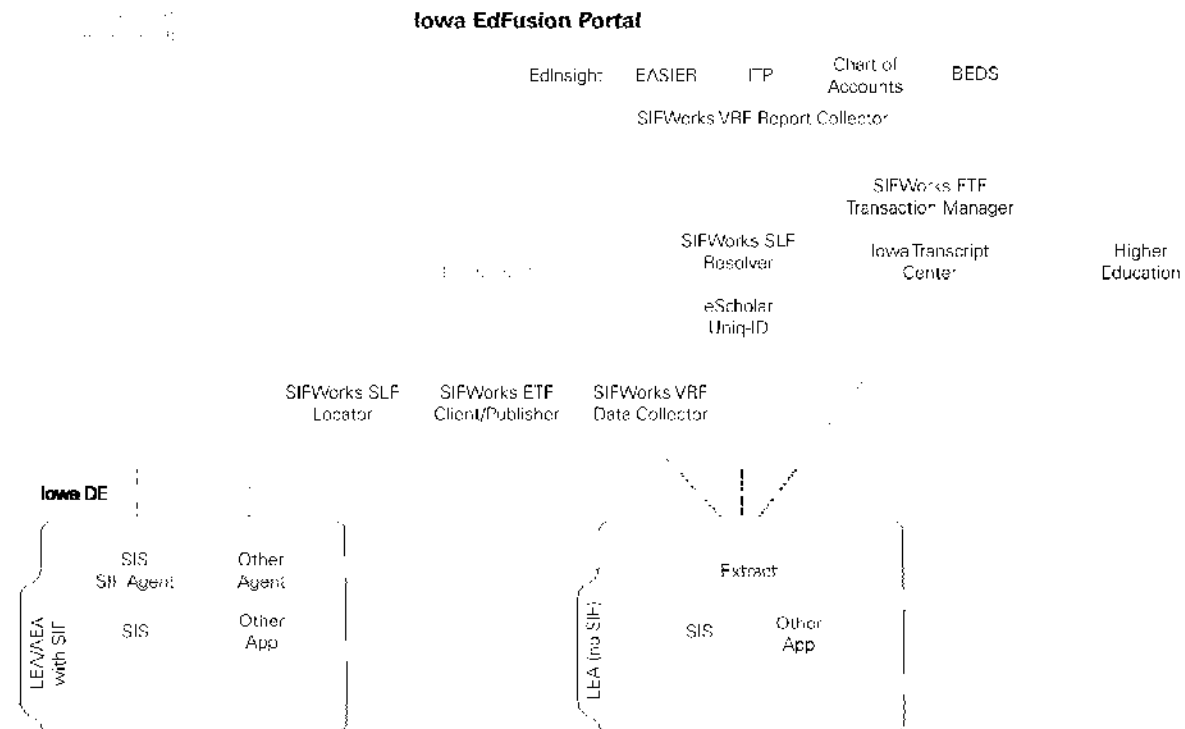
Interoperability and Standards

Iowa has diligently strived for common data standards and always begins with any established code sets. Iowa was one of a handful of states that participated with Public Consulting Group (PCG) and the Council of Chief School State Officer’s (CCSSO) in completing a preliminary mapping to the National Center for Education Statistics (NCES) Common Education Data Standards (CEDS). The Iowa DE will present “Mapping to State Core and the Common Education Data Standards (CEDS) Logical Model” at the NCES Winter MIS Conference.

Plans for post-secondary and workforce data linkages include connecting Classification of Instructional Program (CIP) and Standard Occupational Classification (SOC) codes. Efforts to re-engineer the Freshman Report for feedback from post-secondary to K-12 will include exploration of IPEDS data elements.

As part of the 2009 SLDS grant, Iowa committed to a statewide implementation of the School Interoperability Framework (SIF). This work is currently underway with a pilot phase beginning in Fall 2011. The DE has been working with student information system vendors, LEAs and AEAs and has begun preliminary testing. Our plan includes SIF automation State IDs, EASIER (K-12 student-level data), BEDS (K-12 building-level data), EdInsight (data warehouse), and Chart of Accounts applications. The figure below provides a high level overview of Iowa’s SIF infrastructure. Our SIF goals are to build an automated education infrastructure to use and share data across the multiple levels of the education system.

**Iowa Statewide Education Data Integration
Core Architecture Overview**



Enterprise-wide Architecture

The DE has been assigning unique state IDs and collecting student level enrollment data since 2004. We are currently exploring ID matching options across various data sets with plans to script a multi-level process. The DE also has a fully operational data warehouse with role-based access to secure student-level data. Iowa's workforce agency is currently linking its disparate data sets under their WDQI grant. The DE is anxious to expand our current data dictionary efforts into an enterprise –wide tool for compiling details from all data sources that are connected with and sharing that information publicly. Iowa has begun examining NCES's voluntary common data standards in planning.

vii) Data Use Requirements

Secure Access

The DE's EdInsight data warehouse is built for role-based access to student-level data in the K-12 system. In addition, the DE is currently moving to a new web portal for access to all DE applications. This portal will allow for expansion to additional applications with similar security controls. A significant goal, however, is the development of public reports for a broader range of stakeholders, including parents and students themselves.

Data Use Deliverables

The deliverables outlined in this grant application include a multi-disciplinary infrastructure to deliver information to a variety of stakeholders. K-12 feedback will come from the re-engineered freshman year report from both 2- and 4-year public educational institutions. Community college to employment outcome reports, including wages and career clusters, will be automated and made available dynamically. Students and parents will be able to plan for admission to Regents universities with the deployment of a Regents Admission Index (RAI) planning tool. Economic development planners and companies are likely to be interested in supply and demand training/employment trends in various parts of the state. The inter-agency project team will also explore and prioritize reports such as: measures of workforce readiness (such as NCRC), and employment comparisons between high school graduates, high school dropouts, GED holders, post-secondary degree holders and CTE graduates.

Training

This project includes a full-time trainer who will be responsible for developing training materials for applications and reports. The trainer will work closely with the inter-agency project team members, the DE project manager, and the programmers on each application and report. Self-study electronic training materials will be made available wherever feasible, along with face-to-face-training and possibly train-the-trainers efforts currently in place for EdInsight users. All applications and reports will be designed to be as self-explanatory as possible. User-friendly dashboards are envisioned for dynamic, customizable reporting by end users. If necessary, the DE can also incorporate group training into existing conferences and statewide trainings that currently take place multiple times per year.

Professional Development on Data Use

Extensive training has been part of the EdInsight data warehouse deployment. A train-the-trainers approach utilizing the comprehensive AEA network has enabled the DE to successfully train over 1,700 users to date. For less complex training, sessions can be added to periodic DE conferences and trainings across the state. It is anticipated that data interpretation caveats and warnings will be incorporated in and displayed automatically on the final reports as needed. All data owners will have an opportunity to contribute to these warnings before the data are released.

Evaluation

Inter-agency project team members will share reports and applications with stakeholders in their respective agencies during development and testing. Wherever feasible, particularly for web-based, public reports, links for feedback will be included. Counters will also be part of public reports for review, evaluation, and prioritization of reporting needs and revisions. The ultimate deliverable from this grant is an ongoing committee to manage future data, research, and report requests. It is anticipated that future requests will generate ongoing reviews and revisions of existing data reports.

Partnerships with Research Community

This grant request is inherently a partnership across education and employment sectors to service research within and across those sectors. Program evaluation and reporting staff are being assigned to K-12, community colleges, Regents institutions and workforce agencies. While those liaisons will work together, they will also serve their respective communities. In the process, they will develop protocols and policies for responding to research, data and report requests across agencies. Ultimate decisions will come from the Steering Committee. Based on the experience from this process, and the recommendations of the project team, they will decide how requests will be evaluated and prioritized. It is not yet known if the project will adopt a Virginia model (federated) where requests are given preference based on their alignment to the state's research agenda, a Kentucky model, where all requests are treated as equally valuable or something other type of priority. The Steering Committee will also decide if and when complete data sets will be released to researchers or if requests will be managed internally and only the results will be released. We anticipate that these decisions will be more clearly delineated during the grant period when the Steering Committee will be expected to make them. Project Governance plays a key role in this decision making process. As stated earlier, each agency will retain authority and ownership rights to their data which can dictate its usage.

e) Staffing

The table below provides an overview of the staff that will be involved in this grant proposal. Resumes for named individuals can be found in Appendix C. Multiple positions will also be added to support the deliverables. In some cases, existing project staff could be re-assigned to this grant and additional staff will be hired. In these cases existing project staff would be retained on a set of new and interesting projects to keep their interests piqued. It would also allow these staff to mentor the new staff hired. This backfill approach would be advantageous

for two reasons. First, this process would leverage the expertise that has already been obtained and, second, it would dedicate the most qualified staff to ensuring success of this project.

Staff Member	Title	Agency	Role
Gail Sullivan	Chief of Staff, Division Administrator, Division of	Education	Project Leadership, Institutional Support
Jay Pennington	Chief, Bureau of Information and Analysis	Education	Program Director
Jason Grinstead	Data Warehouse Analyst	Education	Project Manager
Connie Brooks	Education Program Consultant	Education	K-12 Outcomes
Dick Skibbe	Data Warehouse Developer	Education	Data Architect, Extract, Transform and Load
Mike Comiskey	Data Warehouse Report Developer	Education	BI Developer

The table below outlines the additional project staff to be added as part of the project team. Each team member will have a specific set of tasks and duties.

Position	Agency	Position Description and Scope
Project Manager	Department of Education	The project manager (PM) will oversee all deliverables for the P-20W SLDS. The PM will lead weekly meetings with all project staff together as well as individual meetings with project staff as needed. In addition to leading the Project Management committee, the PM will also attend and provide input to the SLDS Steering, EdInsight Advisory, Data Governance, and Post-Secondary Committees.
Coordinator of Academic Improvement	Iowa Board of Regents	These four positions are the core of the Project Team, though they are housed in their respective agencies. Each will provide program evaluation services to their agencies and will work to identify, prioritize, and design reports for their respective agencies.
Economist	Iowa Workforce Development	The overarching goal for these four staff will be to create inter-agency reporting systems, from the processing of inter-agency data requests, to the linking of interagency data, to the implementation of reporting systems. Reporting systems

Program Evaluation Consultant	Education, K-12	will include publicly accessible dashboards for aggregate data wherever possible and role-based secured systems where individual-level data is necessary. For some research requests, complete data sets may be made available.
Community College Research Consultant	Education, Community College Division	<p>These positions will be involved in the complete research, evaluation and reporting processes, including end-user training and feedback systems for continuous improvement.</p> <p>Additional assistance with specific applications/deliverables include:</p> <ul style="list-style-type: none"> • Program evaluation tool for K-12 • CTE application for K-12 & Community Colleges • Post-secondary data collection system • Automation of existing Community College & workforce reports • RAI planning tool for K-12 & post-secondary Regents Institutions • Re-engineered Freshman Year Report for post-secondary (and possibly workforce) feedback to K-12 districts
ETL Developer	Department of Education	<p>A full-time ETL (extract, transform, load) Developer will be responsible for managing data across agency sources. In addition to scripting extraction procedures, this position is responsible for cleansing the data based on developed business rules. Finally, these data must be stored and maintained in the EdInsight data warehouse. The ETL Developer will play an integral role in maintaining the data dictionaries for stored data.</p> <p>The ETL Developer will also be a key resource in the exploration of data mart and extraction utility options</p>
Contract Programmers	Department of Education	<p>Contract programmers will be responsible for:</p> <ol style="list-style-type: none"> 1) Report building for DE reports and inter-agency reports as identified and prioritized by the Project Team, including: <ul style="list-style-type: none"> • Re-engineered freshman year report • Automation of existing community college and workforce report 2) Creation of the following applications <ul style="list-style-type: none"> • CTE application • Post-secondary data collection system • P-20W data dictionary solution • K-12 evaluation tool

		<ul style="list-style-type: none"> • Data mart extraction utility • RAI planning tool
Trainer	Department of Education	The DE Trainer will be responsible for the final training packages for all system and report deployments. The trainer will work closely with the Project Team members and the business analyst to assure understanding of the data, systems, and user needs. While electronic training materials may suffice for many deliverables, some deployments may require face-to-face interactions, including train-the-trainers, which would likely include the Area Education Agencies. The trainer will also help identify ongoing support needs and feedback systems for end-users into the future.

References

Economic Returns and Career Transitions for Iowa's Community College Students. (2010). Iowa Department of Education and Iowa Workforce Development. Retrieved from http://educateiowa.gov/index.php?option=com_content&view=article&id=479&catid=183&Itemid=1439

Hanushek, E. A., Peterson, P. E., & Woessmann, L. (2010). U.S. math performance in global perspective: How well does each state do at producing high-achieving students? Cambridge, MA: Harvard Program on Education Policy and Governance & Education. Retrieved from http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-19_HanushekPetersonWoessmann.pdf

Pennington, J. & Chadwick, D. (2011). Rising to Greatness: An Imperative for Improving Iowa's Schools. Retrieved from http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=11869&Itemid=4271

Glass, J., Fandel, L. & Darnell, B. (2011). One Unshakable Vision: World-Class Schools for Iowa Retrieved from http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=12389&Itemid=4303

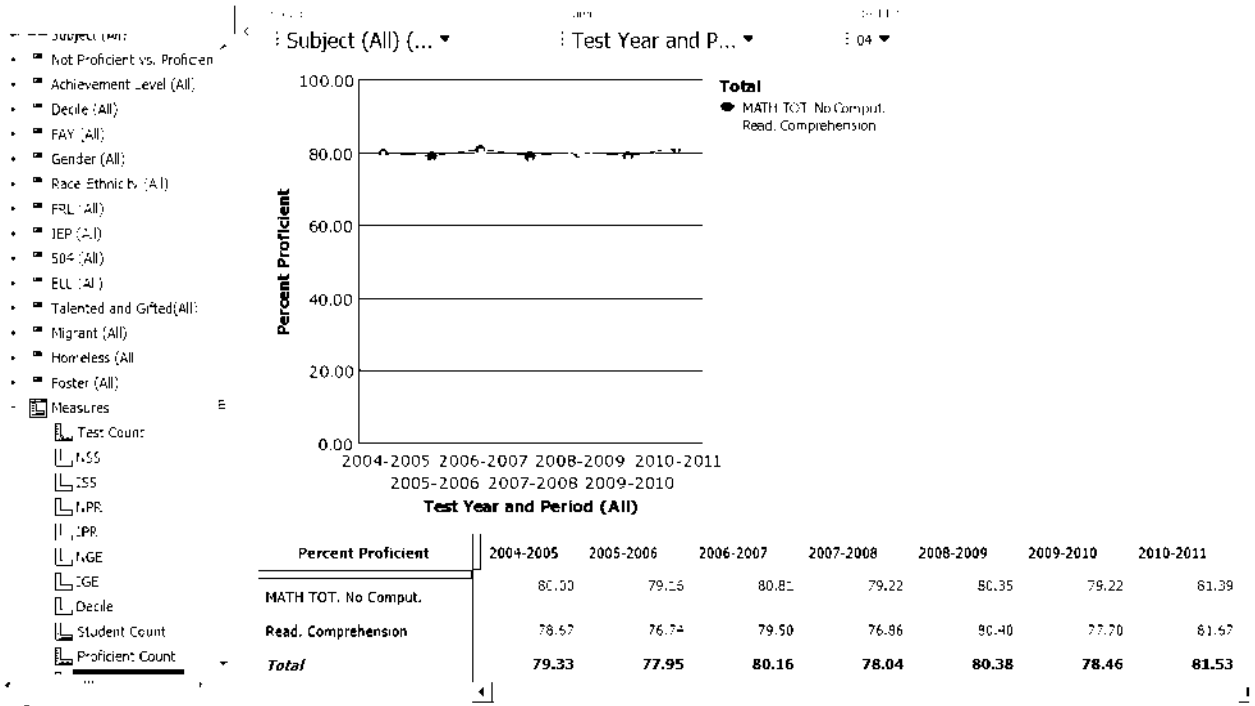
Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendix A-1 - EdInsight Report Examples

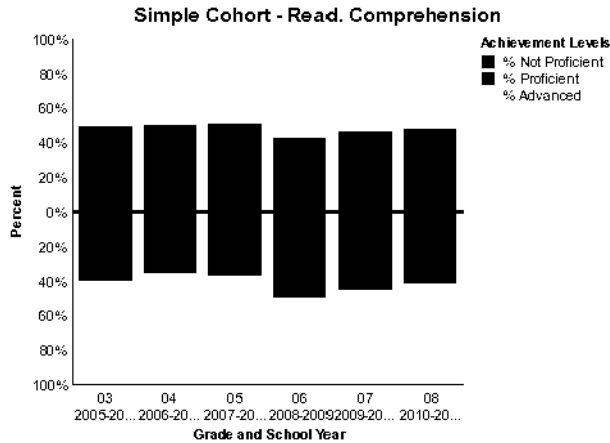
Ad-Hoc OLAP Cube Analysis – Seven Year Statewide Trend Mathematics and Reading Grade 4



Parameterized Report - Six Year Cohort Report by Achievement Levels

Selected Parameters						
School Year	AEA	Testing District	Grade Level	Test Period	Subtest	Number of Years
2010-2011	AEA 11 - Heartland	Des Moines Independent Community School District (1737)	08	Spring	Read. Comprehension	6

Disaggregations: None Submit



Appendix A-2 - EdInsight Report Examples

Curriculum Accreditation Report

CURR 6.1 - Curriculum Accreditation Report

[Report Definition](#)

This report displays the number of Carnegie Units that are offered and taught in a building and allows for comparison with the State, AEA, or enrollment category. Comparison groups are configured by school type so that regular high schools, alternative schools, and charter schools are compared separately. Users are able to drill through and view details about the courses that the building is offering in each accreditation area.

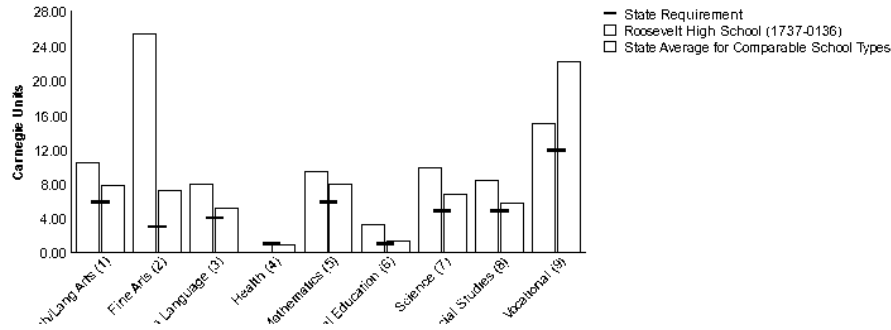
Selected Parameters

Starting School Year	Ending School Year	School District	School Building	Graph Display Year
2006-2007	2010-2011	Des Moines Independent Community School District (1737)	Roosevelt High School (1737-0136)	2010-2011

Comparison Group: * Graph Display Year: *

Carnegie Units Offered and Taught by Accreditation Area

School Year 2010-2011



Accreditation Area

Data Table

State Comparison for Public High Schools - School Year 2006-2007: Carnegie Units Offered and Taught

Accreditation Area	State Requirement	Roosevelt High School (1737-0136)	State Minimum	State Maximum	State Average
English/Lang Arts (1)	6.00	10.00	0.00	26.00	8.72
Fine Arts (2)	2.00	25.00	0.00	25.00	7.18
Foreign Language (3)	4.00	8.00	0.00	29.00	5.79
Health (4)	1.00	1.00	0.00	8.99	1.16
Mathematics (5)	6.00	9.00	0.00	16.50	3.65
Physical Education (6)	1.00	3.00	0.00	8.25	1.18
Science (7)	5.00	10.00	0.00	16.00	7.07
Social Studies (8)	5.00	15.00	0.00	15.50	6.42
Vocational (9)	12.00	23.00	0.00	133.00	23.25
Other (0)	0.00	54.75	0.00	83.97	14.22

State Comparison for Public High Schools - School Year 2007-2008: Carnegie Units Offered and Taught

Accreditation Area	State Requirement	Roosevelt High School (1737-0136)	State Minimum	State Maximum	State Average
English/Lang Arts (1)	6.00	10.00	0.00	22.50	6.86
Fine Arts (2)	2.00	25.00	0.00	28.00	7.39
Foreign Language (3)	4.00	8.00	0.00	27.00	5.55
Health (4)	1.00	1.00	0.00	4.50	1.00
Mathematics (5)	6.00	9.00	0.00	16.50	3.62
Physical Education (6)	1.00	3.00	0.00	12.24	1.13
Science (7)	5.00	10.00	0.00	19.50	7.10
Social Studies (8)	5.00	15.00	0.00	13.50	6.50
Vocational (9)	12.00	23.00	0.00	73.50	17.71

Appendix A-3

EdInsight Report Families and Design Roadmap

	ASMT 1.1 – Individual Reports	ASMT 1.1.1 – Individual Student Assessment
	ASMT 1.2 – Group Reports	ASMT 1.1.2 – Individual Student Trend
	ASMT 1.3 – Cohort Reports	ASMT 1.1.3 – Individual Student List By Grade - NPR
	ASMT 1.4 – Assessment Cube	ASMT 1.1.4 – Individual Student List By Grade - NSS
		ASMT 1.3.1 – Cohort Student Detail
	EQTY 2.1 – District Equity Report	
	EQTY 2.2 – AEA Equity Report	
	APR 4.1 – Student Achievement	
	APR 4.2 – School Report Card	
	ENRL 5.1 – Attendance Report	
	ENRL 5.2 – Certified Enrollment Report	
	ENRL 5.3 – Enrollment Cube	
	CURR 6.1 – Curriculum Accreditation	
	CURR 6.2 – Curriculum Detail	
	CURR 6.3 – Collego Credit Course	
	CURR 6.4 – Higher Level Course	
	CURR 6.5 – Curriculum Cube	
	SPED 7.1 – Suspensions/Expulsions	
	SPED 7.2 – Achievement	
	SPED 7.3 – Graduation	
	SPED 7.4 – Drop Out	
	SPED 7.5 – Cohort	
	UTIL 9.2 – District or School Comparison	
	IND 11.1 – Graduation	
	IND 11.2 – Drop Out	
	IND 11.3 – Attendance	
	IND 11.4 – School & District Summary	
	IND 11.5 – School & District Detail	
	IND 11.6 – C11 Indicator	IND 11.6.1 – All Locations C11 Indicator
1 Assessment/Growth		
2 Equity/School Improvement		
3 AYP		
4 Annual Progress Report (APR)		
5 Enrollment		
6 Curriculum		
7 Special Education		
8 Transcripts		
9 Utilities		
11 Student Indicators		
12 Program Indicators		
	PRGM 12.1 – At Risk	
	PRGM 12.2 – Talented and Gifted	

EdInsight Release 1.10



IOWA STATE
UNIVERSITY

 THE UNIVERSITY OF IOWA

UNI 



Regent Admission Index

Students from Iowa high schools planning to begin their studies in fall 2009 or later must have a Regent Admission Index score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at The University of Iowa. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The index combines four factors that strongly predict success at regent universities: ACT or SAT test score, high school rank, high school cumulative grade-point average, and the number of completed high school core courses.

[Click here if you don't have one of the required factors.](#)

[Click here if you are not an Iowa high school student.](#)

To calculate your unofficial Regent Admission Index score, complete the fields below. You can also visit our [Information page](#) for definitions and more details.

Regent Admission Index Calculator

[Click here if you are using a screen reader.](#)

Test score

• ACT SAT

Composite score:

High school rank

Position In class:

Size of class:

**Grade-point
average**

out of

**Number of
completed core
courses**

Regent Admission Index Formula

$$\begin{aligned}
 & (2 \times \text{ACT composite score}) \\
 & \quad + \\
 & (1 \times \text{high school rank}) \\
 & \quad + \\
 & (20 \times \text{high school grade-point average}) \\
 & \quad + \\
 & (5 \times \text{number of high school courses completed in the core subject areas}) \\
 & = \\
 & \text{Score}
 \end{aligned}$$

Calculate →

Appendix A-5
SLDS Visioning Focus Groups / Field Research

External Focus Groups

12 Focus Groups (n=96)

Key Findings:

- The SLDS should foster meaningful use of data to benefit student learning.
- Stakeholders want to know what works and does not work for student learning and growth.
- With broad and common use of more types of data by many people for many purposes, there are higher risks of misinterpreting data, either by those analyzing it or those receiving it.
- The current and future state of education includes a greater application of and reliance on data.
- Access to data encompasses multiple elements.
- For the SLDS to be of value, existing and new issues must be addressed.

Internal Focus Groups

Approximately 53% (n=101) of the Iowa DE was interviewed through 8 group meetings.

Key Findings:

- The majority of questions to be answered indicated an initial discovery into program effectiveness and performance particularly in the areas of Early Childhood, Special Education and Student Performance. Some questions involved deeper evaluation and analysis of existing data drawing relationships between cost and benefit.
- The most common data linkages to other entities were financial information and Department of Health Services (DHS) and gain answers surrounding program expense and welfare, foster care and other DHS programs.
- Nearly 60% expressed the wish for SLDS to improve access to data. All bureaus had common opinions over the need for greater and easier data access.

External Survey is scheduled to start December 1, 2011.

Appendix A-6: Iowa Post-Secondary Data Exchange

1) State ID match collection:

Regents to submit StateID match files to the DOE once per year, probably between September 15 and November 1. Once we have completed the initial StateID matches, we will only send the data for the most recent year: spring, summer and fall entries.

2) Enrollment collection:

Regents to send the 10th day enrollment records for spring, summer and fall of the calendar year to the DOE. Submission schedule to be determined. Two basic alternatives – send files for each term after the tenth day of that term, or send files mid-fall for that term plus the previous spring and summer.

3) Degree completer collection:

Regents to send bachelors degree files on December 1 for the prior year (prior fall, spring and summer degrees).

Student enrollment record layout (use comma delimited format)

<u>Field Name</u>	<u>Length</u>	<u>Req'd</u>	<u>Type</u>	<u>Comments</u>
Record Type	1	Yes	AN	Value is "E" for enrollment records
School Code	6	Yes	AN	Dept. of Education "FICE" code (OPE ID)
Student StateID	10	Yes	AN	IA DOE Student State ID
Term month (MM)	2	Yes	AN	Month of term start
Term year (CCYY)	2	Yes	AN	Year of term start
Major1 NCES CIP Code	6	Yes	AN	Appropriate NCES CIP code for major1. Do not include "."
Major2 NCES CIP Code	6	No	AN	Appropriate NCES CIP code for major2. Do not include "."
Year in School	1	Yes	AN	Freshman = 1, etc.; 0 = non-degree-seeking undergrad

Student degree record layout (use comma delimited format)

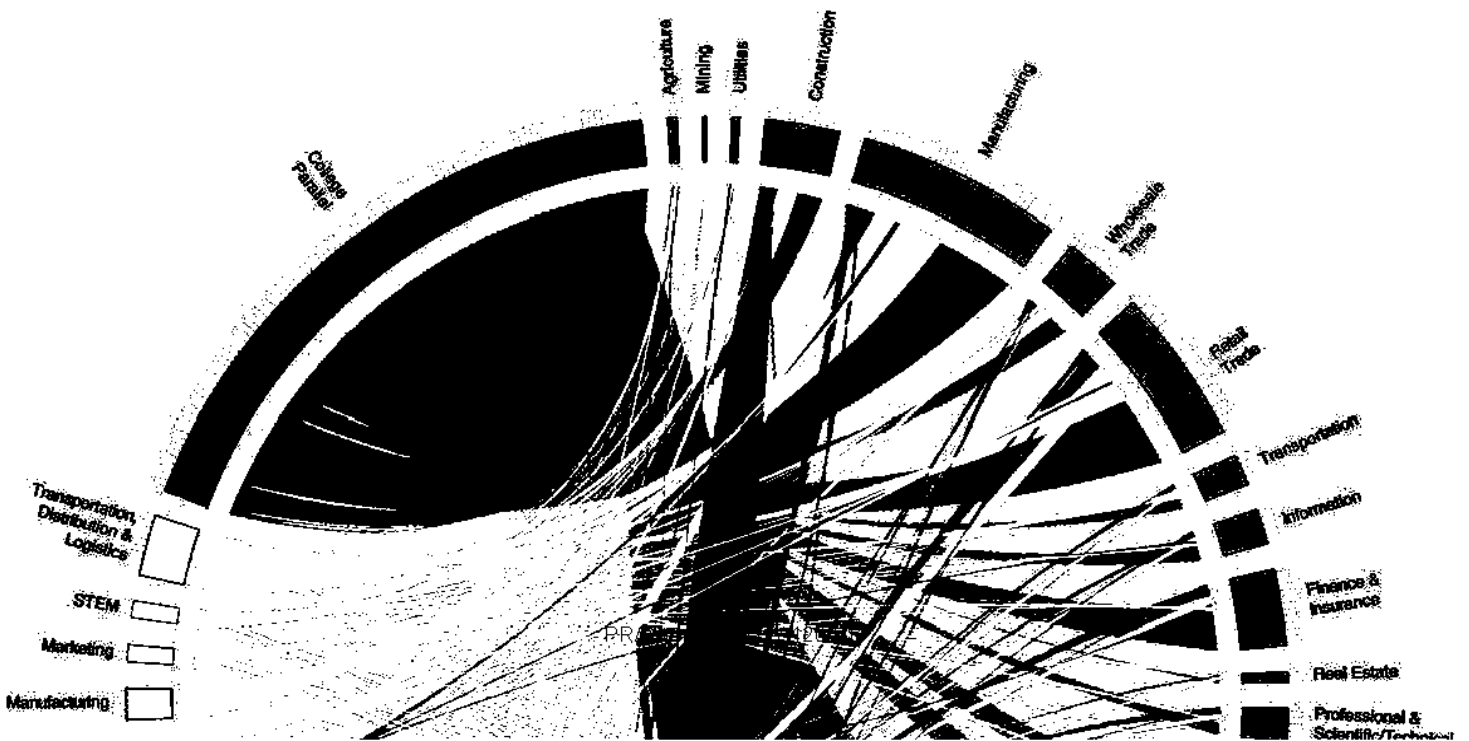
<u>Field Name</u>	<u>Length</u>	<u>Req'd</u>	<u>Type</u>	<u>Comments</u>
Record Type				
School Code	1	Yes	AN	Value is "D" for degree records
Student StateID	6	Yes	AN	Dept. of Education "FICE" code (OPE ID)
Degree month (MM)	10	Yes	AN	IA DOE Student State ID

Degree year (CCYY)	2	Yes	AN	Month degree was awarded
Major1 NCES CIP Code	2	Yes	AN	Year degree was awarded
Major2 NCES CIP Code	6	Yes	AN	Appropriate NCES CIP code for major1. Do not include "."
Degree award level	6	No	AN	Appropriate NCES CIP code for major2. Do not include "."
	1	Yes	AN	Use B for bachelors degree

This plan would provide C11 and C12 data for students who attend IA public higher education (Regents).

INCOME TRENDS & CAREERS ANSWERS FOR THE COMMUNITY COLLEGE STUDENTS

A. *Students can find out more about careers in their field from job boards and websites.*



Community colleges are often touted as a primary economic engine of the state. Iowa community colleges have long been the largest postsecondary system in the state of Iowa. Yet, neither state nor federal agencies have tracked the labor market outcomes for Iowa community college students.

The Iowa Department of Education and Iowa Workforce Development partnered to combine educational and workforce data. The collaboration led to the establishment of the Training and Employment Outcomes System (TEOS) which combines wage data with education records from community colleges. This report summarizes results on four areas: descriptive wage summaries; the returns to education; transitions from program majors to the workforce; and the five-year in-state retention rate of community college graduates.

The primary methodology employed was to compare wages of students who completed degrees (completers) to students who left without an award (leavers). The 2002 cohort of students were earning \$2,046 more than students who left by July 2008.

After considering the variety of costs that is required to complete a degree, the rate of return for completing a degree was six percent over a seven year period. The value of completing a community college degree is similar to the results from other national studies. This study, however,

sets an important precedent where state agencies can calculate the rate of returns without relying on national data sets.

Additional analysis shows the rate of returns varies greatly by career cluster. The rate of return to law; science, technology, engineering & mathematics (STEM); and finance majors are close to 50 percent. Architecture & construction; health science; and manufacturing majors have a rate of return that exceed 30 percent.

TEOS also contains the path from majors to the industrial sector of employment. College parallel students were a huge source of labor for the 2006 cohort. Three years after departing community colleges, students who were in programs designed to transfer comprised half of the labor force in almost every sector.

Besides college parallel, health sciences was the largest cluster of labor supply. Nearly all health science students transitioned into the health industry. By the third year, over 4,000 health science students were employed in Iowa.

Finally, IDE and IWD estimate that at least 80 percent of community college students remain in the state five-years after completing a community college degree. Over 9,000 students either worked or attended university in Iowa after completing their degree in 2001.

PUBLISHERS

Published: May 2010

Iowa Department of Education
 Division of Community Colleges and Workforce Preparation, Bureau of Community College Services
 400 E. 14th Street, Grimes State Office Building, Des Moines, IA 50319
www.iowa.gov/educate/ccpublications/
 Roger Utman, Division Administrator
 Colleen Hunt, Bureau Chief
 Tom Schenk Jr., Consultant—Institutional Effectiveness & Accountability

Iowa Workforce Development
 Division of Labor Market and Workforce Information, Regional Research and Analysis Bureau
 1000 E. Grand Avenue, Des Moines, IA 50319
www.iowaworkforce.org/lmi/labsur/researchbureau.htm
 Jude Igbokwe, Division Administrator
 Paula Nissen, Bureau Chief
 Kiyokazu Matsuyama, Labor Economist III

(Continued from page 4)

Iowa's unemployment rate was 6.7 percent.³

The beginning of the recession is reflected in median wages. Between 2007 and 2008, wages fell for completers and leavers in both cohorts. Within TIOS, the decline of median wages is not indicative of workers who did not earn wages. However, it reflects those who took a pay-cut, were fired and re-employed at a lower-paying job, or a loss in working hours.

The percent decline in wages was equivalent between completers and leavers. Degree-holders were not immune to the state- and nationwide contraction of wages.

Wages by Degree Type

Iowa community colleges offer several different degrees, each with an specific intent and duration. Colleges award seven different Associate's degrees: Associate's of Applied Science (AAS); Associate's of Arts (AA); Associate's of Science (AS); Associate's of General Studies (AGS); and Associate's of Applied Arts (AAA). Community colleges are also authorized to offer shorter programs that terminate with a Certificate or Diploma.

Generally, Associate's degrees require two years of education.

However, each Associate's degree has a different mission. The AAS and AA are the two most widely awarded degrees in Iowa community colleges.⁴ The AAS is an award designed to lead students into employment after completion. Students are trained for particular occupations in the workforce.

The AA is meant to prepare students to transfer to a four-year college to complete a Bachelor's degree or more. Almost two-third of AA recipients transfer to a four-year university of college within three years of obtaining a degree.⁵ By contrast, only 12 percent of AAS recipients transfer to a four-year institution. Students who transfer are not included in this report.

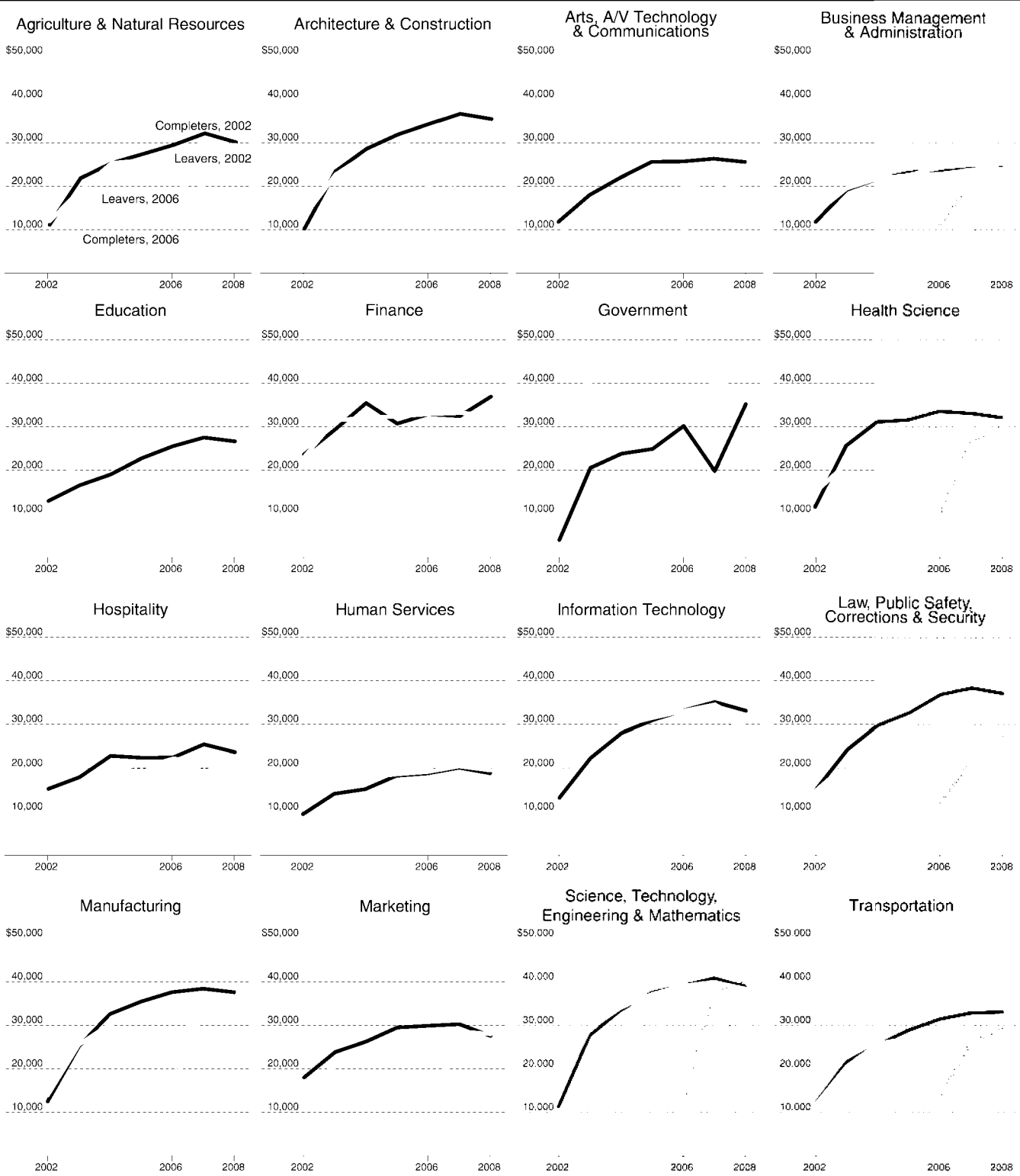
The figure below shows the median wages of completers by degree type. AAS recipients earn higher wages than recipients of any other community college degree. By 2008 the median earnings for AAS recipients was \$37,121, followed by \$33,681 for AGS; and \$29,923 for AS recipients.

Students with diplomas—one-year programs—earn more than AA recipients. Like AAS programs, diploma programs prepare students for occupations after completion. Diploma recipients from 2002 earned \$29,111 seven years after graduation. AA

(Continued on page 7)

MEDIAN WAGES FOR 2006 COHORT: 2006–2008

WAGES BY PROGRAM MAJOR



Goals

GOAL 1: All children will enter school ready to learn. (Early Childhood)

Measures of Success:

Increase the percentage of children entering kindergarten ready to read.

Increase the percentage of four-year-old children participating in a quality preschool program.

Major Initiatives:

- Implement the *Statewide Voluntary Preschool Program for Four-Year-Olds*.
- Develop a comprehensive early childhood professional development system.
- Support implementation of the *Iowa Quality Preschool Program Standards*.

GOAL 2: All K-12 students will achieve at a high level. (K-12)

Measures of Success:

Increase the percentage of 4th, 8th, and 11th grade students achieving proficient or higher in reading and math.

Increase the percentage of students who graduate from high school.

Increase the number of high school students taking advanced coursework.

Major Initiatives:

- Provide professional development and technical assistance for school districts and area education agencies (AEAs) in the areas of literacy, science, mathematics, and STEM (science, technology, engineering, and math).
- Expand high school reform efforts utilizing a network of AEA trainers to help districts implement the Iowa Core Curriculum and address the needs of struggling learners.
- Improve the quality of teaching and school leadership.
- Improve the quality of data and information.
- Improve educator preparation programs.

GOAL 3: Individuals will pursue post-secondary education in order to drive economic success. (Postsecondary Education)

Measures of Success:

Increase the percentage of students who have obtained an Associate of Arts degree who transfer into a four-year institution.

Increase graduation rates by race/ethnicity and gender at Iowa postsecondary institutions.

Increase the average hourly wage of clients employed as a result of vocational rehabilitation services compared with the state of Iowa average hourly wage.

Major Initiatives:

- Provide support for STEM activities, *Project Lead the Way*, and entrepreneurship education.
- Facilitate student transfers through articulation agreements.
- Improve the quality of data and information.
- Align curriculum so that students are better prepared for the global workforce.

Strategies

System Leadership

Provide collaborative state level leadership and policy support for Iowa education in order to create system-wide improvement and increased student achievement.

System Support/Technical Assistance

Provide information and data, technical assistance, and a system of support to help schools, school districts, and community colleges meet the needs of all their learners.

Quality Instruction/ Professional Development

Support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Resources

Advocate for adequate and equitable funding and support, and for the responsible stewardship and efficient use of public resources.

Collaboration/Partnerships

Promote strong community partnerships and linkages among schools, school districts, AEAs, higher education, parents, community members, business, policymakers, and others in order to achieve positive results for children, youth, and adult learners.

Assurance/Accountability

Implement policies and procedures that use information for decision making, assure that student or client needs are met, and support continuous improvement.

Appendix A-9 – Relevant Iowa Code Section

261.2 Duties of commission.

The commission shall:

9. Require any postsecondary institution whose students are eligible for or who receive assistance under programs administered by the commission and who were enrolled in a school district in Iowa to include in its student management information system the unique student identifiers assigned to the institution's students while the students were in the state's kindergarten through grade twelve system. Require any postsecondary institution whose students are eligible for or who receive assistance under programs administered by the commission and who were enrolled in a school district in Iowa to include in its student management information system the unique student identifiers assigned to the institution's students while the students were in the state's kindergarten through grade twelve system.

273.2 Area education agencies established — powers — services and programs.

9. The area education agency board shall collaborate with the department of education to provide a statewide infrastructure for educational data to create cost efficiencies, provide storage and disaster mitigation, and improve interconnectivity between schools and school districts. In addition, the area education agency boards shall work with the department to provide systemwide coordination in the implementation of the statewide longitudinal data system consistent with the federal American Recovery and Reinvestment Act of 2009. The area education agencies shall provide support to school districts' information technology infrastructure that is consistent with the statewide infrastructure for the educational data collaborative.

Iowa Code 256I.8 Early childhood Iowa area board duties.

g. Cooperate with the state board, department of education, and school districts and other local education agencies in securing unique student identifiers, in compliance with all applicable federal and state confidentiality provisions.

Appendix A-10 - Advisory Committee Members

Representative	Title	Organization or District	email
Pam Zeigler	Principal	Waterloo School District	zeiglerp@waterloo.k12.ia.us
Connor Hood	Assessment Consultant	Area Education Agency 11	chood@aea11.k12.ia.us
Sara McInerny	Ed Services Director	Area Education Agency 267	smcinerny@aea267.k12.ia.us
Bob Neilly	AEA	Area Education Agency 10	bneilly@aea10.k12.ia.us
Amy Williamson	Consultant	Department of Education	amy.williamson@iowa.gov
Vladimir Bassis	Consultant	Department of Education	vladimir.bassis@iowa.gov
Gail Moon	Principal	West HS Waterloo CSD	moong@waterloo.k12.ia.us
Cathy Welch	Professor	Iowa Testing Program	catherine-welch@uiowa.edu
Michelle Tressel	Information Management System	Grantwood AEA	mtressel@aea10.k12.ia.us
Steve Dunbar	Director	Iowa Testing Program	steve-dunbar@uiowa.edu
Jane Lindaman	Director of Learning and Results	Waterloo School District	lindamanj@waterloo.k12.ia.us
Maria Cashman	Special Education Director	Grant Wood AEA	mcashman@aea10.k12.ia.us
Ranae Sipma	Curriculum Director	Spirit Lake School District	rsipma@spirit-lake.k12.ia.us
Valle Smith	Title I teacher	Mount Ayr School District	alandval@mac.com
Russell Bush	Directory of Technology	Mount Vernon CSD	rbush@mountvernon.k12.ia.us
David Krieger	IT Administrator	Department of Education	david.krieger@iowa.gov
Stuart Fuhs	Principal	Schaller-Crestland CSD	sfuhs@schaller-crest.k12.ia.us
Sherry Huffman	Assessment Consultant AEA 13	Area Education Agency 13	shuffman@aea13.org
Gary Warner	Information Technology	Linn Mar School District	Gwarner@linnmar.k12.ia.us
Sally Rigeman	Secondary Math/Science Cons	Area Education Agency 9	srigeman@aea9.k12.ia.us
Jason Grinstead	Project Manager	Department of Education	jason.grinstead@iowa.gov
Dick Skibbe	Information Technology Specialist	Department of Education	dick.skibbe@iowa.gov
John McKinzey	Dir of Assessment & Comp Improvement	AEA 267	jmckenzie@aea267.k12.ia.us
Tom Schenk	Consultant	Department of Education	tom.schenk@iowa.gov
Ryan Smith	Supervisor, Student Management	Area Education Agency 13	rsmith@aea13.org
Jeff Hoskins	Data Formatting Specialist	Area Education Agency 9	jhoskins@aea9.k12.ia.us
Mike Comiskey	Data Warehouse Analyst	Department of Education	mike.comiskey@iowa.gov

Post-Secondary Committee Members

Barger	Debbie	Vice President for Enrollment Management	Grand View College	dbarger@grandview.edu
Bassis	Vladimir	Consultant	Department of Education	vladimir.bassis@iowa.gov
Callan	Patrick	Actuary	Iowa Workforce Development	Patrick.Callan@iwd.iowa.gov
Carstens	Lisa	Admissions Director	Southwestern Community College	carstens@swccia.edu
Crawford	Jackie	Education Dept. Chair	Simpson College	Jackie.crawford@simpson.edu
East	Pat	Director of Records and Registration	Hawkeye Community College	peast@hawkeyecollege.edu
Gonzalez	Diana	Chief Academic Officer	Board of Regents	gonzalez@iastate.edu
Houska	Nila	Registrar	Buena Vista University	houskan@bvuu.edu
Jones	Kathy	Registrar & Assistant VP	Iowa State University	kmjones@iastate.edu
Julius	Peg	Director, Enrollment Manag.	Kirkwood CC	pjulius@kirkwood.edu
Kaparthi	Shashi	Dir. Institutional Research	University of Northern Iowa	shashi.kaparthi@uni.edu
Kruckeberg	Tom	Associate Registrar	University of Iowa	thomas-kruckeberg@uiowa.edu
Larsen	Jeanine	VP Student Services	Iowa Western CC	jlarsen@iwcc.edu
Lockwood	Larry	Registrar & Asst Provost	University of Iowa	larry-lockwood@uiowa.edu
Matsuyama	Kiyo	Labor Market Research Analyst 3	Iowa Workforce	Kiyokazu.Matsuyama@iwd.iowa.gov
Mommsen	Mardell	Registrar	Clinton Community College	mmommsen@eicc.edu
Nissen	Paula	Regional Research & Analysis	Iowa Workforce	Paula.Nissen@iwd.iowa.gov
O'Keefe	Ellen	Education Dept. Chair	Mount Mercy College	eokeefe@mtmercy.edu
Patton	Phillip	Registrar	University of Northern Iowa	philip.patton@uni.edu



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

December 7, 2011

Statewide Longitudinal Data Systems
Grant Review Committee
U.S. Department of Education
Application Control Center Attention: (CFDA Number 84.372A)
550 12th Street, SW Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

Dear Statewide Longitudinal Data System Review Committee:

As Director of the Iowa Department of Education, I would like to convey my strong support for the Institute of Education (IES) Statewide Longitudinal Data Systems (SLDS) Grant.

By and large, the present system of education in Iowa is good. High school graduation rates are near 90 percent, Iowa frequently performs near the top of some national measures such as ACT results, and Iowa's schools serve as the foundational bedrock of so many communities across the state. Iowa has a proud tradition and rich foundation in education. However, recent trends have shown Iowa achievement results have flat-lined while the rest of the nation has begun to catch up and in some cases pass Iowa students.

My goal as State Director of Education is to do what it takes to return Iowa to first in the nation, if not first in the world, in educational quality. Iowa recently unfolded a proposed set of bold Education Reform initiatives. A center piece of these efforts emphasize the importance of College and Career Readiness. Iowa must raise its game if it is to compete for jobs nationally and internationally.

These efforts cannot be accomplished alone. The Department of Education must be the leader in these efforts in working with its Post-Secondary and Workforce partners. The grant opportunity from the Institute for Education Science supports Iowa's Education Reform Efforts by providing outcome measures that have never before been available. This grant opportunity builds upon the Department's efforts in building a P-20W Statewide Longitudinal Data Systems (SLDS). Iowa's SLDS is a foundational component in assessing the success of our educational system and achieving our policy goals.

Sincerely,

A handwritten signature in black ink that reads "Jason E. Glass". The signature is written in a cursive style with a large, prominent "J" and "G".

Jason E. Glass, Director
Iowa Department of Education

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.educateiowa.gov

PR/Award # P-20WAT20018
Championing Excellence for all Iowa Students through Leadership and Service
Page e69

**Governing Iowa's public
universities and special schools**

University of Iowa
Iowa State University
University of Northern Iowa
Iowa School for the Deaf
Iowa Braille and Sight Saving School
Lakeside Lab Regents Resource Center
Quad-Cities Graduate Center
Southwest Iowa Regents Resource Center
Tri-State Graduate Center



**BOARD OF
REGENTS**
STATE OF IOWA

Craig A. Lang, President, *Brooklyn*
Bruce L. Rastetter, Pro Tem, *Hubbard*
Nicole C. Carroll, *Carroll*
Robert N. Downer, *Iowa City*
Jack B. Evans, *Cedar Rapids*
Ruth R. Harkin, *Cumming*
Greta A. Johnson, *Le Mars*
David W. Miles, *Dallas Center*
Katie S. Mulholland, *Marion*

Robert Donley, *Executive Director*

December 13, 2011

Statewide Longitudinal Data Systems
Grant Review Committee
U.S. Department of Education
Application Control Center Attention: (CFDA Number 84.372A)
550 12th Street, SW Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

Dear Statewide Longitudinal Data System Review Committee:

I am writing to express support for the Iowa Department of Education's application for the Institute of Education (IES) Statewide Longitudinal Data Systems (SLDS) Grant.

The Iowa Board of Regents governs Iowa's public four-year universities: the University of Iowa, Iowa State University, and the University of Northern Iowa. The Board of Regents shares the commitment of the Iowa Department of Education to improving Iowa's education system using student data. Toward that common end, we have begun collecting unique student IDs from the Department for students enrolled in the public universities. We are also prepared to share directory information to meet the requirements of the America Competes Act, namely identifying students who enroll in the public universities and those who need remedial coursework.

The Board of Regents is also committed to developing a useful feedback tool to K-12 districts which includes student performance in post-secondary courses, so that effective K-12 curricular models can be compared.

Several years ago, the Iowa Board of Regents established new admission requirements which include four factors – high school grade point average, high school rank, ACT/SAT composite score, and number of core/advanced courses. The four factors, working in concert, were found to be excellent predictors of student success in post-secondary courses at the public universities. The grant would allow the Board to work more intensely with Iowa school districts to develop tables of core courses using SCED codes for student advisement. The Board supports the need for high school students to undertake a rigorous curriculum which prepares them for post-secondary work as well as for employment.

The Iowa Board of Regents has a long history of working collaboratively with the Department of Education. We look forward to continuing our relationship and advancing the knowledge base of education policy. Using data to achieve educational excellence is a commitment shared by the Iowa Board of Regents and the Iowa Department of Education.

Sincerely,

(b)(6)

Robert Donley

dg_haa/slds/support.doc

cc: Members of the Board of Regents
Honorable Terry Branstad, Governor
Honorable Mike Gronstal, Senate Majority Leader
Honorable Craig Paulson, House Speaker

11260 Aurora Avenue • Urbandale, Iowa 50322-7905 • Phone 515-281-3934 • Fax 515-281-6420

www.regentsiowa.gov

PR/Award # B3724-120018

Terry E. Branstad, Governor

Kim Reynolds, Lt. Governor

Teresa Wahlert, Director



November 28, 2011

Statewide Longitudinal Data Systems
Grant Review Committee
U.S. Department of Education
Application Control Center Attention: (CFDA Number 84.372A)
550 12th Street, SW Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

Dear Committee Member,

I am writing this letter to express my commitment to support the development and success of the Iowa Department of Education's proposal to expand Iowa's P-20W Statewide Longitudinal Data System (SLDS).

As the Director of Iowa Workforce Development, I have a strong interest in helping to build a comprehensive SLDS. This proposal will help the state with relevant metrics on the effectiveness of K-12 systems, community colleges, and non-traditional education systems against the needs of the labor market. In turn, this will assist officials and state policy makers in their decision making regarding the value and effectiveness of education at all levels.

The Iowa Department of Education and Iowa Workforce Development have been working cooperatively for the past several years on Iowa's 2009 SLDS grant and a legislatively-mandated Iowa Education and Training Outcomes project. These efforts have produced outcomes analysis regarding education and its impact on income and productivity of Iowa's workers. Iowa's response to the IES request for application proposal is a natural extension of the collaboration between the Department of Education, Community Colleges and Iowa Workforce Development.

Iowa Workforce Development is excited about the outcomes that this proposal can achieve for the state. I urge full funding of this effort to continue our efforts in using Iowa's P-20W Longitudinal Data System.

Sincerely,

(b)(6)

Teresa Wahlert, Director
Iowa Workforce Development

cc Jason Glass, Director, Department of Education

December 7, 2011

Gabriella Gomez, Asst. Secretary for Legislative Affairs,
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-3100

Dear Ms. Gomez:

I am writing to express my support for a grant application submitted by the Iowa Department of Education. The department is applying for a Statewide Longitudinal Data System (SLDS) Grant to enhance and expand Iowa's SLDS program.

Funding will allow the department and its partners, including the Community Colleges, Iowa Post-Secondary and Workforce, to improve data use in the state by effectively implementing and using education outcome measures. This grant proposal supports the Harkin-Enzi bipartisan bill recently introduced to amend the Elementary and Secondary Education Act. It will also build linkages and focus on using data to examine what works with the goal of ensuring college and career readiness for all students.

I hope you will give every consideration to this project. Please direct any correspondence regarding this matter to my grants office in Cedar Rapids. Thank you for this opportunity to express my views.

Sincerely,

Tom Harkin
United States Senator

TH/kdt

TOM HARKIN
IOWA

(202) 224-3254
Fax: (202) 224-8369
TTY (202) 224-4633
<http://harkin.senate.gov>

United States Senate

WASHINGTON, DC 20510-1502

COMMITTEES:
AGRICULTURE

APPROPRIATIONS

HEALTH, EDUCATION,
LABOR, AND PENSIONS

SMALL BUSINESS

December 7, 2011

Iowa Department of Education
c/o Jay Pennington
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

Dear Iowa Department of Education:

Thank you for informing me of your pending grant application with the United States Department of Education. I appreciate the good work you are doing in for Iowa's students.

I have contacted the department to indicate my support for your application. As soon as I have new information about the progress of this request, I will share it with you. In the meantime, please do not hesitate to contact my grants office in Cedar Rapids if you have any questions. Thank you for this opportunity to be of assistance.

Sincerely,



Tom Harkin
United States Senator

TH/kd

Experience

State of Iowa, Department of Education, Des Moines, IA

2007-Current Chief, Bureau of Information and Analysis

- Responsible for management of all Bureau activities and staff of twenty seven professionals.
- Oversee multiple work units: Application Development, State Longitudinal Data System, Analysis and Data Collection and Reporting.
- Responsibilities include strategic planning, project design, project management, human resource management, budgeting, and purchasing.
- Outputs include analysis, writing and publication of multiple publications including the *Annual Condition of Education Report* and the *State Report Card* for No Child Left Behind.
- Responsible for oversight of statewide calculations and determinations for Annual Yearly Progress for No Child Left Behind.
- Executive Sponsor for Iowa's Statewide Longitudinal Data System. EdInsight is Iowa statewide education data warehouse. Oversee, day to day activities of the team. Manage \$8.7 million project budget and deliverables.
- Model and provide financial estimates and projections for Iowa's School Aid Formula. The School Aid Formula includes statewide financial calculations for over \$3.2 billion for education funding.
- Serve on multiple committees including Department of Education Management Council.
- Bureau handles the bulk of Department requests for Education information including legislative requests and other Freedom of Information Acts Requests.

University of Chicago, Harris School of Public Policy Studies, Chicago, IL

2003-2007 Director, Information Technology

- Direct all aspects of information technology systems for the Harris School of Public Policy Studies to support its diverse research, education, and service activities. Responsibilities include strategic planning, project design, project management, human resource management, budgeting, and purchasing for all information technology initiatives within the Harris School.
- Initially directed the dissolution of existing computing infrastructure as well as hiring, budgeting, and the creation of new computing unit.
- Purchased, engineered and implemented a new network and client-server environment. Designed and implemented new active directory structure. Migrated existing workstation to new environment while replacing majority of workstations.
- Act as a liaison between the School and University-wide administrative computing units.

University of Illinois at Chicago/University of Illinois Medical Center, 1993–2003, Chicago IL

1998-2003**Director, Information Systems**

- Directed all aspects of information systems for the Department of Psychiatry. Psychiatry is one of the largest units at the University of Illinois at Chicago with 500+ faculty and staff and \$33 million in annual budgets. Served as IS Director in the support of the nearly tenfold growth of the Department since being employed. Psychiatry was ranked at the top of the University in direct cost expenditures on sponsored research programs. Psychiatry had four major research areas (i.e. neuroscience, child prevention/ intervention, mental health services, and clinical/pharmaceutical) with over 100 funded projects, five graduate training programs (i.e. residency, child fellowship, adult psychology, child psychology, and social work), and seven clinical divisions (i.e. addictions, child, general, neuropsychiatry, neuropsychology, therapy, and women's services).
- Designed, implement and supported a billing system and clinical operation that includes approximately 70,000 clinical procedures and 3,000 new patients per year. Gross charges over \$7.4 million and collections over \$2.75 million in fee for service revenue in Fiscal Year 2002.
- Developed extensive administrative and financial web based reporting application including accounting, personnel, clinical, and research reports.
- Created and implemented a supplemental Hospital Based billing system that generated approximately \$1.2 million in additional revenue during Fiscal Year 2003.
- Designed, wrote and implemented Electronic Claim processing application which processed over 60% of billing transactions electronically.
- Developed Telepsychiatry project which provides clinical consultations to Department of Human Service clients at rural sites across the State of Illinois.
- Designed and installed a 16 node beowulf cluster used for fMRI brain image analyses.

1996-1997**Research Interventionist**

- Worked on a research project examining the impact of a multi-level intervention on children at-risk for severe aggression/delinquency and antisocial behavior
- Responsible for the collection of research measures and facilitating family and groups sessions.
- Responsible for engaging families and delivering a 22 week Structural-Strategic intervention. The goal of the project was to deliver an intervention and evaluate its impact on changing the familial structure and patterns of interaction. Specifically, the intervention was meant to facilitate the emergence of more adaptive generational boundaries and alliances between family members and to assist family members in developing a more adaptive relationship to other systems, such as their child's school.

1993-1995**Research Data Analyst**

- Provided technical support for a Novell Local Area Network and various database management systems.
- Responsible for system and data management on funded suicide prevention project
- Duties included: system maintenance, database creation and management, data

analyses

- Responsible for computer graphical presentation design and production
- Assisted in writing numerous academic publications
- Assisted in the creation and writing of *Team Up to Save Lives: What Your School Should Know About Preventing Youth Suicide*. This CD-Rom was distributed nationally to 35,000 High schools and Junior High schools.
- Responsible for coordination and management of human resources for project personnel.

Education

1995–1997 **University of Illinois at Chicago** **Chicago, IL**

Master of Social Work

1989–1993 **University of Illinois at Chicago** **Chicago, IL**

Bachelor of Psychology

Publications

Pennington, J. & Chadwick, D. (2011). Rising to Greatness: An Imperative for Improving Iowa's Schools. Retrieved from

Grossman, J., Dontes, A., Kruesi, M, Pennington, J., & Fendrich, M. (2003). Emergency Nurses' Responses to a Survey About Means Restriction: An Adolescent Suicide Prevention Strategy. *Journal of the American Psychiatric Nurses Association*, 9(3), 77-85.

McKay, M., Pennington, J., Lynn, C., McCadam, K. (2001). Understanding Urban Child Mental Health Service Use: Two Studies of Child, Family, and Environmental Correlates. *Journal of Behavioral Health Services and Research*, 28(4), 475-482.

Kruesi, M., Grossman, J., Pennington, J., Woodward, P., Duda, D., & Hirsch, J. (1999). Suicide and Violence Prevention: Parent Education in the Emergency Department. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38(3), 250-255.

Pennington, J., McKay, M., & Stone, S. (1996). Replication of conners parent rating scale with urban minority children referred for mental health services. In revision.

Grossman, J., Clark, D., Gross, D., Halstead, L., & Pennington, J. (1995). Child bereavement post paternal suicide. *Journal of Child and Adolescent Psychiatric Nursing*, 8(2), 5-17.

Presentations

Presented at dozens of national conferences on multiple topics from research findings to state longitudinal data systems.

DR. CONNIE BROOKS

(b)(6)

EDUCATION

PhD	Public Policy	Northern AZ University	1991 - 1994
MPA	Public Administration	Northern AZ University	1989 - 1991
MA	Education	UC Santa Barbara	1982 - 1984
BA	Psychology	UC Santa Barbara	1980 - 1982
	Psychology	Lafayette College	1978 - 1979

EXPERIENCE

❖ **EDUCATIONAL PROGRAM CONSULTANT**

State of Iowa, Dept of Education

Des Moines, IA

State Longitudinal Data System

Nov 2011 - Present

Coordinate deliverables for 2009 federal grant, including

- Collaborating with Regent universities and community colleges to produce a useful feedback report to K-12 districts related to college readiness, and
- Iowa Workforce development to streamline reporting of workforce readiness

Provide planning and development for 2011 federal grant to expand automated reporting efforts and to develop an interagency outcomes collaborative. These efforts include both administrative governance and technical designs for application development, matching methodology, and data linkages across state agencies.

State ID Program

Dec 2010 – Nov 2011

- Manage the State ID system for public and private school districts statewide to provide the foundation for performance evaluation of districts, schools, classes, teachers and students
- Provide customer service and training to ensure data quality
- Work with external vendors to maintain and expand existing systems
- Work to expand the ID system to reach down to preschools and up to community colleges and post-secondary institutions to enable longitudinal performance tracking into the workforce
- Other responsibilities include data analysis and reporting (SPSS) for the annual Condition of Education as well as data manipulation to match free-lunch recipients from Human Services to school districts for direct certification

❖ **MANAGEMENT ANALYST III**

State of Iowa, Dept of Human Services

Feb 2000 – Dec 2010

Des Moines, IA

Provided customer service, budget and systems analysis, process improvement, and problem solving in implementing child welfare and income maintenance services. Specific assignments included human resources, budgets, contracts, training and quality assurance, with an emphasis on consistent, cost effective solutions statewide. My direct responsibilities also included coordination and management of the statewide technology budget (\$1.5-\$2.5 million) and distribution of staff resources statewide. QA activities focused on reporting, designing performance measures, data systems, and feedback loops to improve outcomes, including customer satisfaction. Managed the design and statewide implementation of an electronics forms system over a five-year period.

❖ **PROFESSOR**

Drake University

Jan 1995 - June 2000

Des Moines, IA

Teaching responsibilities in the College of Business and Public Administration included public policy, health policy, mental health policy, health care administration, community health & epidemiology, state and local government, total quality management, and computers in both the MPA and MBA programs. Qualified to teach graduate-level courses in environmental, social welfare, comparative policy, and all aspects of public administration, including budgeting, human resources, and administrative law.

❖ **ADDITIONAL EXPERIENCE**

<i>Mental Health Coordinator (PT)</i>	Arizona Medicaid	1992 - 1993
<i>County Intern (PT)</i>	Coconino County, AZ	1989 - 1992
<i>Health, Housing, Social Svcs & Finance Depts</i>		
<i>Statistical Health Care Analyst</i>	McGraw-Hill/SysteMetrics	1988 - 1989
<i>Provider Relations Liaison</i>	California Medicaid	1986 - 1988
<i>Various Teaching Positions</i>	Public & Private Schools	1980 - 2004

HONORS

Academic Fellowships (tuition waivers) PhD, MPA & MA
PhD with Distinction, 1994
Summa cum Laude, BA, 1982
President, Psychology Honor Society UCSB, 1982

MICHAEL J. COMISKEY

(b)(6)

SUMMARY OF QUALIFICATIONS

- Experienced I.T. -business liaison with excellent written and verbal communication skills
- Results-oriented with strong analytical and technical abilities
- Proficient with multiple reporting and data mining tools
- Self-motivated, creative problem solver

TECHNICAL SKILLS

- Cognos Report Studio, Query Studio, Analysis Studio, Framework Manager, Transformer
- SQL Query Analyzer
- Crystal Reports XI, Crystal Reports and Business Objects
- Microsoft Office tools, Microsoft Visio
- Macromedia Dreamweaver and MS Frontpage

EXPERIENCE

DATA WAREHOUSE ANALYST Department of Education

State of Iowa

Des Moines, Iowa

Nov. 2007 – Present

- Design, develop, test, and deploy prompted reports using Cognos software
- Develop prompted and secured reports for multiple customer types
- Develop data structures (e.g. sql summary tables, sql views) used by Cognos reports and the Cognos Framework
- Manage deployment and migration of updated Cognos content across multiple environments
- Analyze business requirements for reporting needs
- Prepare documentation within existing project management framework; create new documentation and processes, including business process maps, flowcharts, and diagrams
- Research, develop and implement methods to improve report performance and accuracy
- Support administration of Cognos reporting environment
- Administer user setup in Cognos Access Manager; establish and administer group rights in Cognos Connection
- Assist with the Extract, Transform, and Load (ETL) process for the data warehouse
- Primary Technical Contact for IBM and the Iowa Department of Education
- Facilitate implementation of statewide educational data warehouse

SENIOR BUSINESS ANALYST Financial Services
American Republic Insurance Des Moines, Iowa Aug. 2006 – Oct. 2007

- Analyze data and prepare reports in Crystal Reports / Business Objects to increase financial department productivity
- Manage the Business Objects centralized reporting tool

SENIOR BUSINESS ANALYST New Business and Underwriting
American Republic Insurance Des Moines, Iowa 1999 - 2006

- Develop department metrics and implement reporting and distribution system
- Prepare reports and analyze trends based on report results
- Compile business requirements for Enterprise New Business Entry System
- Document report requirements from users and develop repeating or ad hoc reports
- Prepare executive summaries with graphical representation
- Define business requirements for system enhancements
- Develop and report cost-benefit analyses
- Test system changes and enhancements
- Coordinate interdepartmental project activities to facilitate project completion
- Re-platform the underwriting manual as an online (not paper) resource

UNDERWRITER
American Republic Insurance Des Moines, Iowa 1997 – 1999

- Determine eligibility of applicants for insurance by requesting and reviewing underwriting information from physicians, hospitals, inspections reports, and phone surveys to applicants
- Work daily with management and sales staff to increase approval rates and decrease turnaround times

EDUCATION

- Bachelor of Arts Philosophy 3.55 GPA
Aug 1988– May 1992 Iowa State University Ames, IA

PROFESSIONAL IMPROVEMENT

- 13 semester hours coursework in Computer Science 3.93 GPA
Aug 2000 – May 2002 Simpson College Indianola, IA
- Completed 7 courses in Business Analysis and Project Management
Mar 2004 – June 2004 American Republic Insurance Company

Professional Experience

Iowa Department of Education 2007 – Current

Data Warehouse Team Leader – Des Moines, IA

- Design project design requirements, roadmap and deliverables with constant stakeholder involvement.
- Lead a team of ETL, Report Development and Quality Assurance.

China Car Distributors 2007 – 2007

Chief Information Officer – Scottsdale, AZ

- Direct the design and delivery of Information Systems for a start-up automobile importer.
- Manage contracts, vendors and timelines.

Meredith Corporation 2005 – 2007

Category Manager, Home Depot – Des Moines, IA

- Optimized sales and profitability for books and magazines within Home Depot through data analysis.
- Managed financial forecasting, budgeting and score cards for publication sales.
- Conducted In-Market testing for promotions and pricing.

Product Manager, Newsstand – Des Moines, IA

- Designed and implemented marketing effectiveness processes.
- Managed Profit and Loss on marketing campaigns and retailers.

Target Corporation, Independent Contractor 2005 - 2005

Business Analyst, Database Warehousing – Minneapolis, MN

- Elicited, documented, prioritized and gained support for data warehouse deliverables.
- Managed project timelines and deliverables for a division-wide data warehouse initiative.
- Developed and implemented SEI process and technical specifications.
- Managed test plans and results for project quality assurance.

Suzuki Motor Corporation 2001 - 2005

Regional Training Manager – Minneapolis, MN

- Designed, managed and implemented programs to increase regional sales efficiency.
- Developed and implemented cross-training processes for regional personnel.
- Developed and implemented processes for new automobile dealer advertising and marketing.

District Sales Manager – Minneapolis, MN

- Increased sales through automobile dealership retailers by 23%.
- Initiated, developed and managed marketing programs for automotive franchisees.
- Managed advertising budgets and inventory requirements for all dealers.
- Recruited new automobile dealership candidates and increased coverage 31%.

Automatic Data Processing (ADP) Hollander

1997 - 2001

Product Manager - Network Products - Plymouth, MN

- Developed new and managed existing MS SQL-based database and internet products.
- Responsible for arbitration between businesses on the trading network.
- Managed vendor relationships and RFP's for internet products.
- Increased revenue 25% through new products, increased system membership and utilization.

General Motors – Electronic Data Systems Service Technology Group

1990 - 1997

Product Manager - Warren, MI

- Products included the development and rollout of the Tech 2, the first international automotive diagnostic computer, Tech 1 Crash Data retrieval products and PC based automotive information systems.
- Directed programs that improved the effectiveness of the U.S. and Canadian field organization.
- Planned hardware and software releases, technical documentation, supplier communication, marketing and service planning for computer based automotive diagnostic systems.
- Managed vendor relationships with Hewlett Packard, Bosch and SPX Corp.

Technical Product Sales - Boston, MA

- Performed technical product sales and service for auto dealership diagnostic equipment in the New England territory. Responsibilities included territory management, customer management and problem resolution.

Education

University of St Thomas – Minneapolis, MN

2001 - 2004

- **Master's of Business Administration** - Cumulative GPA: 3.6

Iowa State University - Ames, IA

1985 - 1989

- **Bachelor of Business Administration** Major: Marketing; Emphases: English, Speech

Additional Training

- **Microsoft SharePoint 2010 – Foundation Level II and Designer Level I**
- **SQL Fundamentals and Advanced Querying**
- **Cognos Report Studio – Report Studio / Advanced Report Studio**
- **Escholar Data Warehouse – Educational Data Warehouse implementation**
- **Zachman Framework – Data warehouse requirements structure**
- **TDWI Hands On Data Warehousing – Data Warehousing techniques**
- **Capability Maturity Model – Software Development Process Methodology**
- **Advanced Microsoft Access 2002/2003**
- **Microsoft Certification Courses – Windows NT, IIS and all major Microsoft desktop applications**
- **Mastering Telecommunication Fundamentals – Data and Voice network training**
- **Pragmatic Marketing - Technical Product Management Philosophy**
- **“Butterfield Speaks!” - Professional Business Speaking Coach**
- **Automotive Service Training – Have both taught and receive a wide variety of General Motors technical automotive service training courses.**

Boards and Associations

- **Des Moines Public Library Board of Trustees – Vice President and Building Committee Member**
- **Greater Des Moines “Everybody Wins” tutoring project member**
- **Iowa State Alumni Board Member**

Awards / Certifications

- **Project Management Institute (PMI) Certifications – Candidate**
- **Suzuki Pacesetter Award - 2004**
- **Automotive Service Excellence (ASE) Certifications - 1996**
- **General Motors President's Council Award – 1995**

DICK SKIBBE
Department of Education
Grimes State Office Building, 400 E 14th St, Des Moines, IA 50319
515-281-0124
dick.skibbe@iowa.gov

PROFESSIONAL HISTORY

- Iowa Department of Education 2008 – present
Information Technology Specialist 5
- Provide technical IT support for data movement processes.
 - Insure the quality and consistency of data moved between environments to enhance the overall value of the data.
 - Develop and support Department application systems.
- Iowa Department of Human Services 2006 - 2008
Information Technology Specialist 4
- Designed, developed, maintained and enhanced web apps – ASP.NET, VB.NET and SQL Server 2005, including stored procedures. Designed, developed, maintained and enhanced SQL Server 2005 Integration Services packages, including stored procedures.
 - Provided development, programming and analysis on various IT projects. Developed, maintained and enhanced web apps - ASP.NET, VB.NET and SQL Server 2005. Developed, maintained and enhanced web apps - Classic ASP, VBScript, JScript, VB6 and SQL Server 2000. Coordinated migration through DEV, TEST and PROD environments.
- DCS Netlink 2001 – 2006
Lead Programmer
- Designed, developed and maintained database-driven, web-based applications.
 - Designed, implemented and maintained databases.
 - Designed, developed and maintained data import/export/transformation applications.
 - Managed patches on server farm.
- Emerald Systems 1999 – 2001
Technician/Programmer
- Built, installed, maintained and repaired servers, PCs, networks and peripherals.
 - Developed, deployed and maintained database-driven, web-based applications.
- Goss/Rockwell Graphic Systems 1994 – 1999
Senior Data Communications Specialist

- Provided 24x7x365¼ hour on-call diagnosis and resolution of PC/LAN/WAN hardware and software problems.
- Network administrator for Novell NetWare 4.1x/3.1x LAN consisting of 8 servers and 300 clients.
- Information Systems Security Officer (ISSO) for mainframe services.
- Developed, enhanced and maintained Windows applications, using MS-Visual Basic 3.0, ODBC and Oracle7.
- System manager for DEC VAX/VMS 5.5 system supporting 24 clients.
- Database administrator (DBA) for Oracle7 server and database on Novell NetWare.
- Database administrator (DBA) for Oracle6 server and database on DEC VAX/VMS.
- Enhanced and maintained applications, using VAX-C and Oracle6.

Assumed responsibility for several complex, mission-critical, undocumented systems and applications after the departure of the previous staff. Developed and documented startup/shutdown and diagnostic procedures which resulted in significantly improved system availability. Performance rated as exceeding requirements for the position, continually contributing to increased business results and to improved or innovative work practices; rated outstanding in adaptability.

Goss/Rockwell Graphic Systems 1991 – 1994
 Process/Manufacturing/Industrial Engineer

- Programmed machine tools. Developed process sheets (routings). Developed machine tool setup instructions and tool layouts.
- Designed, developed and maintained PC-based and mainframe software applications.
- Played a key role in the successful startup of operations which were transferred from another facility. Provided extensive training and assistance to manufacturing engineers/programmers, production staff (both supervisory and hourly/union) and management.

Goss/Rockwell Graphic Systems 1990 – 1991
 Programming/Systems

- Developed and maintained new and existing NC/CNC programs. Co-managed local area network (LAN), distributed numerical control (DNC) system and traditional data processing activities (report generation and distribution, etc.)
- Designed and developed PC-based software applications.
- Selected for a key role on a small "technology transfer and startup" team when all operations were transferred to another facility.

Devlieg-Sundstrand 1985 – 1990
 Senior Analyst/Programmer

- Key member of a small team which designed, developed, documented, installed and maintained control system software for multi-million dollar manufacturing systems; customers were leaders in the aerospace and nuclear industries.

The team received written commendation for "exceptional work" and "performing ahead of milestones", enabling "originally unplanned activities to be incorporated into the schedule without a change in delivery date".

Rockwell Graphic Systems

1976 – 1985

Systems/Product/Manufacturing/Industrial Engineer

- Coordinated the design and development of a purchased distributed control system for an automated gear manufacturing cell.
- Designed, developed and maintained software applications.
- Coordinated the evaluation and procurement of new capital equipment for the entire division. Coordinated the redeployment/sale of surplus capital equipment for the entire division. Administered the corporate leased vehicle program for the entire division.
- Programmed NC/CNC machine tools. Developed process sheets (routings). Selected cutting tools. Developed setup instructions and tool layouts.
- Developed a comprehensive library of macros in APT. Implemented migration of NC programming from time sharing system to batch processing via corporate data center.

PROFESSIONAL DEVELOPMENT

- SQL Server 2005 Reporting Services, Spindustry Training 2007
- ASP.NET Using Visual Basic 2005, Spindustry Training 2007
- Learning to Program in Visual Basic 2005, Spindustry Training 2007
- Novell NetWare 4.1 - 4.11 Update, Iowa Electronics 1998
- Novell NetWare 4.1 Administration, Iowa Electronics 1996
- Oracle Forms (V4.5) I, Oracle Corporation 1995
- Oracle Developer/2000 Foundation, Oracle Corporation 1995
- Administer the Oracle7 Database I, Oracle Corporation 1995
- Introduction to Oracle: SQL, SQL*PLUS and PL/SQL, Oracle Corporation 1995
- Novell NetWare 3.1x Advanced Administration, Iowa Electronics 1995
- Novell NetWare 3.1x Administration, Iowa Electronics 1995
- C++ Programming, Kirkwood Community College 1994
- Introduction to Windows Programming in C, Kirkwood Community College 1994
- Various courses and seminars including COBOL, relational database performance improvement, time management, quality improvement and robotics

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Iowa is requesting \$3,997,433 over the three year grant period in order to accomplish the deliverables of this project. The grant request is broken down into three main areas: 1) K-12 Outcomes, Post-Secondary Outcomes and Workforce Outcomes. A high level budget breakdown can be seen in the below table for each main deliverable. By far, the vast majority of the budget is to add additional staff members or contracted personnel staff augmentation services. The budget and costs are broken down several ways for the reviewer: 1) Budget Summary by high level deliverable, 2) Budget Summary by Details Deliverable/Task and 3) Budget Detail.

Project Budget Summary: K-12 Deliverables #1				
K-12 Deliverables	Year 1	Year 2	Year 3	Total
1. Personnel	194,432	203,182	212,325	609,939
2. Fringe Benefits	54,441	56,891	59,452	170,784
3. Travel	3,478	3,478	3,478	10,434
4. Equipment	20,000	0	0	20,000
5. Supplies	30,068	22,909	22,909	75,886
6. Contractual	433,710	127,150	18,750	579,610
7. Construction	0	0	0	0
8. Other	130,000	15,000	15,000	160,000
9. Total Direct Costs	866,129	428,610	331,914	1,626,653
10. Indirect Costs (Lines 1-8)	100,469	65,914	54,299	220,682
11. Training Stipends	0	0	0	0
12. Total Costs (Lines 9-11)	966,598	494,524	386,213	1,847,335

Project Budget Summary: Post-Secondary Deliverables #2				
Post-Secondary Deliverables	Year 1	Year 2	Year 3	Total
1. Personnel	151,364	158,176	165,293	474,833
2. Fringe Benefits	42,382	44,290	46,284	132,956
3. Travel	2,704	2,704	2,704	8,112
4. Equipment	0	0	0	0
5. Supplies	23,386	17,818	17,818	59,022
6. Contractual	157,070	120,750	18,750	296,570
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs	376,906	343,738	250,849	971,493
10. Indirect Costs (Lines 1-8)	78,143	51,266	42,233	171,642
11. Training Stipends	0	0	0	0
12. Total Costs (Lines 9-11)	455,049	395,004	293,082	1,143,135

Project Budget Summary: Workforce Deliverables #3				
Workforce Deliverables	Year 1	Year 2	Year 3	Total
1. Personnel	179,205	187,269	195,697	562,171
2. Fringe Benefits	50,177	52,435	54,795	157,407
3. Travel	2,318	2,318	2,318	6,954
4. Equipment	40,000	0	0	40,000
5. Supplies	20,045	15,272	15,272	50,589
6. Contractual	39,520	3,200	0	42,720
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs	331,265	260,494	268,082	859,841
10. Indirect Costs (Lines 1-8)	66,979	43,943	36,200	147,122
11. Training Stipends	0	0	0	0
12. Total Costs (Lines 9-11)	398,244	304,437	304,282	1,006,963
Grand Total	1,819,891	1,193,965	983,577	3,997,433

The following table provides a detailed cost breakdown by deliverable and task. This provides a different view and breakdown of detailed deliverable/task cost.

Project Budget by Detailed Deliverable Deliverable #1: K-12 Outcomes	
Task	Total
1a) Stakeholders will participate in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.	150,405
1b) Program evaluation services to evaluate the effectiveness of specific programs/interventions within the K-12 system.	150,405
1c) Simplified, comprehensive reporting system to feedback quality and performance information.	209,221
1d) Build an enterprise P-20W data dictionary solution.	210,020
1e) Customizable application to collect information about district specific interventions/reforms.	247,620
1f) Streamlined collection system for Career and Technical Education (CTE) for PK-12 districts and Community Colleges.	247,620
1g) Research data mart, extract utility.	152,994
1h) Post High School and Community College Graduation Analysis and Feedback Reports	328,645
1i) Provide Training and Disseminate Findings to Education Stakeholders	150,405
Total	1,847,335

Project Budget by Detailed Deliverable Deliverable #2: Post-Secondary Outcomes	
Task	Total
2a) Participation in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.	223,472
2b) Program evaluation services to evaluate the effectiveness of specific programs/interventions within the K-12 system.	223,472
2c) Simplified, comprehensive reporting system to provide quality and performance information for students and parents including a Regents Admissions Index planning tool.	207,014
2d) Explore the option to use alternative data sources.	47,798
2e) Development of a postsecondary collection system, with data quality assurances.	245,398
2f) Work with Iowa's Private Post-Secondary in building a plan for inclusion of their data in Iowa's SLDS.	47,798
2g) Provide Training and Disseminate Findings to Education Stakeholders	148,183
Total	1,143,135

Project Budget by Detailed Deliverable Deliverable #3: Workforce Outcomes	
Task	Total
3a) Participation in Iowa Outcome Collaborative for effectiveness research across the education-employment spectrum.	154,850
3b) Program evaluation services to research the effectiveness of specific employment outcomes such as training programs/interventions.	154,850
3c) Build feedback and diagnostics reports for P-20W stakeholders	257,809
3c) Build an automated, interoperable and repeatable method for linking PK-12, community colleges and workforce data.	230,139
3d) Explore and Define a Career Readiness measure for Iowa.	54,465
3e) Provide Training and Disseminate Findings to Education Stakeholders	154,850
Total	1,006,963
Grand Total	3,997,433

The following table provides the budget detail across all deliverables. In some cases budget categories do not fit nicely into a given deliverable. For example, in state travel will be used for team meetings, outreach activities, and training. This line item budget will be used for many of the deliverables. In these cases the cost was divided evenly across all deliverables.

Budget Detail					
1. Personnel	Percent	Year 1	Year 2	Year 3	Total
Regents Coordinator of Academic Improvement	100%	75,000	78,375	81,902	235,277
IWD Economist	100%	75,000	78,375	81,902	235,277
DE Program Evaluation Consultant	100%	75,000	78,375	81,902	235,277
Project Manager/Business Analyst	100%	75,000	78,375	81,902	235,277
DE Trainer	100%	75,000	78,375	81,902	235,277
Community College Researcher	100%	75,000	78,375	81,902	235,277
DE ETL	100%	75,000	78,375	81,902	235,277
Subtotal		525,000	548,625	573,314	1,646,939
2. Fringe Benefits					
Regents Coordinator of Academic Improvement	28%	21,000	21,945	22,933	65,878
IWD Economist	28%	21,000	21,945	22,933	65,878
DE Program Evaluation Consultant	28%	21,000	21,945	22,933	65,878
Project Manager/Business Analyst	28%	21,000	21,945	22,933	65,878
DE Trainer	28%	21,000	21,945	22,933	65,878
Community College Researcher	28%	21,000	21,945	22,933	65,878
DE ETL	28%	21,000	21,945	22,933	65,878
Subtotal		147,000	153,615	160,531	461,146
3. Travel					
In-state		2,500	2,500	2,500	7,500
Out of state		6,000	6,000	6,000	18,000
Subtotal		8,500	8,500	8,500	25,500
4. Equipment					
Severs IWD		40,000	0	0	40,000
Servers for DE		20,000	0	0	20,000
Subtotal		40,000	0	0	60,000

5. Supplies					
Meeting Costs (room rental, fees)		3,000	3,000	3,000	9,000
Laptop/Desktop		17,500	0	0	17,500
Office Supplies		1,000	1,000	1,003	3,003
Software		2,000	2,000	2,000	6,000
Training/Marketing		50,000	50,000	50,000	150,000
Subtotal		73,500	56,000	56,003	185,503
6. Contractual					
Cost of Regents Data Extract x 3		37,500	37,500	37,500	112,500
Contract Programmer (Program Evaluation App)		197,600		0	197,600
Contract Programmer (CTE Plus & Post-Secondary)		197,600	197,600	0	395,200
Contract Programmer (EdInsight)		197,600	16,000	0	213,600
Subtotal		630,300	251,100	37,500	918,900
7. Construction – None		0	0	0	0
8. Other					
Software (Data Specs Enterprise Data Dictionary)		130,000	15,000	15,000	160,000
Subtotal		130,000	15,000	15,000	160,000
9. Total Direct Costs		1,574,300	1,032,840	850,848	3,457,988
10. Indirect Costs		245,591	161,123	132,731	539,445
11. Training Stipends - None		0	0	0	0
12. Total Costs (line 9-11)		1,819,891	1,193,963	983,579	3,997,433

Personnel

The majority of the proposal includes either fte positions or contractual labor costs. Many costs that might be classified as contractual costs can also be classified as personnel costs. As the case was made, Iowa already has a foundational infrastructure which includes: EdInsight, electronic transcripts and is in the process of implementing a SIF reporting infrastructure. The DE and the grant partners also have existing relationships with Iowa Community Colleges, the Iowa Board of Regents and Iowa Workforce development and have agreed to collaborate on this next phase of Iowa's SLDS. What Iowa needs is more labor to take advantage of this infrastructure and the knowledge developed in its core team so that Iowa educational entities can: 1) collaborate, 2) build reports and applications and 3) disseminate and use the information.

The grant would add a staff member for each partner agency. These individuals will be employed by the Department of Education, Iowa Workforce Development, the Board of Regents and the Community College Division while working in concert on the deliverables.

The DE also requests three additional staff: 1) Trainer, 2) ETL Developer, and 3) Project Manager. All employees will be dedicated 100% time (1.0 FTE) on the grant.

Cost = \$1,646,939

2. Fringe Benefits

The State of Iowa fringe benefit rate is 28%.

Cost = \$461,146

3. Travel

A small amount of in-state travel will be needed in this grant in order to attend collaborative meetings for those staffed outside of the Des Moines Metro. Funds will also be needed to travel to LEA, AEA, Community Colleges, Regent Universities and Workforce offices for training or other meetings as needed. The cost of travel was evenly distributed across all deliverables.

As required, out of state travel and accommodations for two senior project staff has been budgeted to attend the SLDS meetings each year in Washington, DC. Additional staff might also be funded to attend these meetings to discuss accomplishments, problems encountered, and possible solutions/improvements.

Cost = \$25,500

4. Equipment

The state categorizes equipment only for items that exceed \$5,000. Both the DE and Workforce need additional server hardware in order to expand their current foundational systems. This expanded capacity will accommodate linkages across system, new data as well as expanded reporting capacity. The DE has recently transitioned to a VMware environment for deploying new servers and required systems to scale up capacity to handle increased demand for SLDS access and to build out the SIF infrastructure. This project will require new physical servers. Recent purchase of these environments was approximately \$7,500 per machine (x2) with an additional \$5,000 for licenses. IWD needs to purchase more physical servers (x4) to handle both database access, application servers and web servers as well as additional licenses. Costs for hardware were distributed evenly across the K-12 Deliverables (20,000) and Workforce Deliverables (40,000).

Cost = \$60,000

5. Supplies

Supply costs can be broken into multiple categories: meeting costs, computer purchase, office supplies, software and training and marketing budget.

Meeting costs will include items such as any room rental expense, coffee, additional fees such as LCD rental. This will include licensing costs for phone teleconference or webex expenses.

The laptop/desktop budget line will include a computer for each of the seven new employees. The estimate of cost is approximately \$2,500 per machine.

Office supplies will include pens, paper, mailing expenses related to the project and other office supplies as needed.

Software licenses will be needed for each of the new employees which include items such as Microsoft office tools, adobe acrobat and other needed software.

Lastly, training, marketing and outreach efforts will be a part of the dissemination strategy for using Iowa's SLDS. The DE requests a budget for building on-line training modules, purchasing marketing assistance and printing materials. Supplies were distributed evenly across all deliverables.

Cost = \$185,503

6. Contractual

The DE will add additional application developers through a temporary staff augmentation process. The cost is \$95 per hour for an experienced developer. The DE has had success hiring a multi-year developer in building applications for production release. The engagement needs

to be long enough to include multiple phases of the software development life cycle. The developers will first build a prototype and then provide updates and fixes as the application go through a quality assurance phase, through user acceptance testing to production release. The developer will then start working on a second application while the first application clears each phase. This staged and iterative approach will optimize the developers time. The DE proposes to hire two developers to build three applications: 1) program evaluation application, 2) career and technical education collection application and 3) post-secondary collection application. A third contracted resource will also be hired on a contract basis in order to build the reporting components needed out of the SDLS (report developer). The DE is requesting two full years for two positions. The third position will be funded for 18 months. The goal is to build each application and provide adequate knowledge transfer with current DE application development staff to sustain ongoing changes and take ownership of the application after the end of the contract.

Lastly, additional resources are requested for each of the three Iowa Regent Universities in order to assist with the labor costs of building additional reporting. Each Regent University will need to modify current reporting and extraction routines to build needed data sets for linkages. The Regent Universities request the equivalent of a 1/8 FTE in order to accomplish this task for each year of the grant period. This is 12.5% of a \$100,000 position (including fringe). Costs for contractual services were specifically assigned to each appropriate deliverable.

Cost = \$918,900

7. Construction

There are no construction costs associated with this proposal.

8. Other

(b)(4) an enterprise data dictionary solution which can be purchased. Approximate cost for this solution is \$130,000 in Year 1 for licensing and modification. Years 2 and 3 include a \$15,000 maintenance fee.

Cost = \$160,000

9. Total Direct Costs

\$3,457,988 in direct cost is requested.

Cost = \$3,457,988

10. Indirect Costs

The DE currently has an indirect cost rate of 15.6%.

Total Cost = \$539,445

11. Training Stipend

Iowa is not requesting funds for training stipends.

12. Total Cost

Iowa requests \$3,997,433 in order to complete all deliverable within this proposal.

In-kind Support

The DE will provide in kind support in several ways. First, the Program Manger staff time will be in kind support. It is estimated that this additional scope of work will take approximately a 5% time commitment. Second, new staff hired on the project will work directly with the existing core EdInsight project team. The team itself includes a 1.0 FTE report developer, 1.0 FTE ETL developer, 1.0 quality assurance staff member, 1.0 FTE cube developer. While these staff members will not be involved in the day to day work, they will work regularly with the new project staff members to train, assist in gathering business requirements, assist in design work, help test and deploy the reports.

Personnel Position Descriptions

The table below provides a breakdown of the project staff and a brief description of duties. All project staff will be a 1.0 FTE throughout the lifecycle of the grant.

Position	Agency	Position Description and Scope
Project Manager	Department of Education	The project manager (PM) will oversee all deliverables for the P-20W SLDS. The PM will lead weekly meetings with all project staff together as well as individual meetings with project staff as needed. In addition to leading the Project Management committee, the PM will also attend and provide input to the SLDS Steering, EdInsight Advisory, Data Governance, and Post-Secondary Committees.
Coordinator of Academic Improvement	Iowa Board of Regents	These four positions are the core of the Project Team, though they are housed in their respective agencies. Each will provide program evaluation services to their agencies and will work to identify, prioritize, and design reports for their respective agencies.

Economist	Iowa Workforce Development	The overarching goal for these four staff will be to create inter-agency reporting systems, from the processing of inter-agency data requests, to the linking of interagency data, to the implementation of reporting systems. Reporting systems will include publicly accessible dashboards for aggregate data wherever possible and role-based secured systems where individual-level data is necessary. For some research requests, complete data sets may be made available.
Program Evaluation Consultant	Education, K-12	
Community College Research Consultant	Education, Community College Division	<p>These positions will be involved in the complete research, evaluation and reporting processes, including end-user training and feedback systems for continuous improvement.</p> <p>Additional assistance with specific applications/deliverables include:</p> <ul style="list-style-type: none"> • Program evaluation tool for K-12 • CTE application for K-12 & Community Colleges • Post-secondary data collection system • Automation of existing Community College & workforce reports • RAI planning tool for K-12 & post-secondary Regents Institutions • Re-engineered Freshman Year Report for post-secondary (and possibly workforce) feedback to K-12 districts
ETL Developer	Department of Education	<p>A full-time ETL (extract, transform, load) Developer will be responsible for managing data across agency sources. In addition to scripting extraction procedures, this position is responsible for cleansing the data based on developed business rules. Finally, these data must be stored and maintained in the EdInsight data warehouse. The ETL Developer will play an integral role in maintaining the data dictionaries for stored data.</p> <p>The ETL Developer will also be a key resource in the exploration of data mart and extraction utility options</p>
Contract Programmers	Department of Education	<p>Contract programmers will be responsible for:</p> <ol style="list-style-type: none"> 1) Report building for DE reports and inter-agency

		<p>reports as identified and prioritized by the Project Team, including:</p> <ul style="list-style-type: none"> • Re-engineered freshman year report • Automation of existing community college and workforce report <p>2) Creation of the following applications</p> <ul style="list-style-type: none"> • CTE application • Post-secondary data collection system • P-20W data dictionary solution • K-12 evaluation tool • Data mart extraction utility • RAI planning tool
Trainer	Department of Education	<p>The DE Trainer will be responsible for the final training packages for all system and report deployments. The trainer will work closely with the Project Team members and the business analyst to assure understanding of the data, systems, and user needs. While electronic training materials may suffice for many deliverables, some deployments may require face-to-face interactions, including train-the-trainers, which would likely include the Area Education Agencies. The trainer will also help identify ongoing support needs and feedback systems for end-users into the future.</p>

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

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

Name of Institution/Organization

Iowa Department 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	525,000.00	548,625.00	573,314.00			1,646,939.00
2. Fringe Benefits	147,000.00	153,615.00	160,531.00			461,146.00
3. Travel	8,500.00	8,500.00	8,500.00			25,500.00
4. Equipment	60,000.00	0.00	0.00			60,000.00
5. Supplies	73,500.00	56,000.00	56,003.00			185,503.00
6. Contractual	630,300.00	251,100.00	37,500.00			918,900.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	130,000.00	15,000.00	15,000.00			160,000.00
9. Total Direct Costs (lines 1-8)	1,574,300.00	1,032,840.00	850,848.00			3,457,988.00
10. Indirect Costs*	245,591.00	161,123.00	132,731.00			539,445.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,819,891.00	1,193,963.00	983,579.00			3,997,433.00

***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? Yes No

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 15.60 %.

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

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 Iowa Department 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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)