

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100041**

Closing Date: NOV 19, 2009

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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		Version 02	
* 1. Type of Submission		* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
12/4/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: South Dakota Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
466000364		809791692	
d. Address:			
* Street1:		700 Governors Drive	
Street2:			
* City:		Pierre	
County:			
State:		SD	
Province:			
* Country:		USA	
* Zip / Postal Code:		57501	
e. Organizational Unit:			
Department Name:		Division Name:	
South Dakota Department of Education		Office of Finance and Management	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Mrs.	
		* First Name:	
		Tamara	
Middle Name:		L	

* Last Name: Darnall

Suffix:

Title: Director Office of Finance and Management

Organizational Affiliation:

* Telephone
Number:

(605)773-6231

Fax Number:

(605)773-6139

* Email: TAMARA.DARNALL@STATE.SD.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-000

Title:

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

13. Competition Identification Number:

Title:

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

South Dakota Department of Education
South Dakota Board of Regents
South Dakota Department of Labor
South Dakota Department of Corrections
South Dakota Department of Social Services
South Dakota School Districts

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

Development and implementation of the South Dakota Educational Data System (SD-EDS) longitudinal education data system.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 00

* b. Program/Project: 00

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 5/1/2010

* b. End Date: 12/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 10697316
b. Applicant	\$ 0
c. State	\$ 476126
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$
Income	
g. TOTAL	\$ 11173442

*** 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.)**

☐ Yes ☒ No

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

☒ ** 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: Mrs. * First Name: Tamara

Middle Name: L

* Last Name: Darnall

Suffix:

Title: Director Office of Finance and Management

* Telephone Number: (605)773-6231 Fax Number: (605)773-6139

* Email: TAMARA.DARNALL@STATE.SD.US

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
South Dakota Department of Educa...

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	\$ 130,141	\$ 134,044	\$ 138,066	\$ 0	\$ 0	\$ 402,251
2. Fringe Benefits	\$ 35,305	\$ 35,843	\$ 36,400	\$ 0	\$ 0	\$ 107,548
3. Travel	\$ 17,500	\$ 11,000	\$ 9,000	\$ 0	\$ 0	\$ 37,500
4. Equipment	\$ 493,650	\$ 0	\$ 0	\$ 0	\$ 0	\$ 493,650
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 4,540,475	\$ 2,809,855	\$ 1,458,920	\$ 0	\$ 0	\$ 8,809,250
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 5,217,071	\$ 2,990,742	\$ 1,642,386	\$ 0	\$ 0	\$ 9,850,199
10. Indirect Costs*	\$ 448,668	\$ 257,204	\$ 141,245	\$ 0	\$ 0	\$ 847,117
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,665,739	\$ 3,247,946	\$ 1,783,631	\$ 0	\$ 0	\$ 10,697,316

***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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 8.6%

(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 8.6%

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
South Dakota Department of Educa...

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	\$ 104,990	\$ 136,233	\$ 140,320	\$ 0	\$ 0	\$ 381,543
2. Fringe Benefits	\$ 25,767	\$ 34,126	\$ 34,690	\$ 0	\$ 0	\$ 94,583
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 130,757	\$ 170,359	\$ 175,010	\$ 0	\$ 0	\$ 476,126
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 130,757	\$ 170,359	\$ 175,010	\$ 0	\$ 0	\$ 476,126

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Tamara L Darnall
Title: Director Office of Finance and Managemen
Date Submitted: 11/02/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: SD Dept. of Education Address: 700 Governors Drive City: Pierre State: SD Zip Code + 4: 57501-2291 Congressional District, if known: 01	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: US ED	7. Federal Program Name/Description: Statewide Longitudinal Data Systems CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Tamara Darnall Title: Director Office of Finance and Management Applicant: South Dakota Department of Education Date: 11/25/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

South Dakota Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. First Name: Tamara Middle Name: L
Last Name: Darnall Suffix:
Title: Director Office of Finance and Managemen

Signature: Date:
11/02/2009

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Tamara	L	Darnall	

Address:

* Street1: 700 Governors Drive
Street2:
* City: Pierre
County:
* State: SD* Zip / Postal Code: 57501 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(605)773-6231	(605)773-6139

Email Address:

TAMARA.DARNALL@STATE.SD.US

2. Applicant Experience

Novice Applicant ☐ Yes ☐ No ☒ Not applicable

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:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Abstract_V2.doc** Pages: **1** Uploaded File: **Abstract_V2.doc**

South Dakota Longitudinal Data System

The South Dakota Department of Education (SD DOE) has spent the last several years putting in place the foundational components necessary to successfully build a Longitudinal Data System (LDS). SD DOE has:

- Implemented a voluntary state-wide Student Information System (SIS) that is currently being used by 99% of the school districts.
- Implemented a unique student identifier in elementary and secondary education
- Implemented a unique identifier to students in postsecondary regental institutions
- Identified key data to be included in the LDS

The SD DOE is now prepared and very well positioned to build on our K-12 efforts and launch into new educational sectors to create a K to 21 LDS that can be used to manage, analyze and disaggregate student and teacher data in a manner that efficiently informs instructional and programmatic decision making to improve student educational achievement throughout the state. The LDS will allow the SD DOE and LEAs to improve student academic achievement and close achievement gaps.

With assistance from this IES grant, SD DOE will leverage the work already done in implementing a standard K-12 student information system, standardizing data elements and definitions and data reporting processes at the LEA level in the development of the LDS.

The SD DOE will implement a Commercial Off-The-Shelf (COTS) data warehouse product to serve as the core of the LDS. This product will collect and store detail level student, teacher, course enrollment, assessment and program participation data. The system will allow the SD DOE to link teachers to students and specific course enrollments including the ability to calculate Highly Qualified Teachers (HQT) at the course section level. The system will have the ability to track a student from Kindergarten through their postsecondary education and into the workforce.

To make this vision a reality seven associated outcomes will be accomplished.

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) South Dakota Data Quality Initiative
- 7) Postsecondary Technical Institution Electronic Management System

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative_FINAL.doc** Pages: **20** Uploaded File: **ProjectNarrative_FINAL.doc**

6. PROJECT NARRATIVE

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A. Need for the Project

South Dakota has numerous data collection and reporting systems managed by the SD DOE, the South Dakota Board of Regents (SD BOR) and third party vendors. Many of the systems were implemented in a non-standardized, decentralized manner that corresponded to direct needs at the time of implementation. The result is a siloed environment that does not lend itself to collaboration between programs nor does the system work in concert to provide comprehensive, systemic data to inform programmatic or instructional decisions. Presently it requires great effort to export data from individual systems, to recode and to reformat the data to meet federal reporting requirements. A K-21 (Kindergarten-to-labor market) longitudinal data system is needed to provide reliable and timely support for reporting, ongoing analysis, and program evaluation. A K-21 data system would provide the core of a new decision support infrastructure to support improving student achievement and program improvement

To fill this need, South Dakota will create the South Dakota – Educational Data System (SD-EDS). The vision statement for this project is:

The South Dakota – Educational Data System (SD-EDS) will be a robust, efficient, interoperable, reliable and user-friendly longitudinal K-21 data system that 1) supports analysis and informed decisions making focused on improving student/teacher performance and 2) ensures timely and accurate reporting.

To make this vision a reality two overarching objectives and seven associated outcomes will be accomplished.

Objective I: Develop, implement and maintain a statewide longitudinal data system that provides student and teacher data over time and allows for efficient and effective data sharing between K-12 and post-secondary.

Objective II: Develop, implement and maintain a statewide longitudinal data system that allows for efficient and effective reporting to federal officials, decision making by state policymakers and assessment and research by educators.

To meet these two overarching objectives, the project will accomplish these seven outcomes:

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) South Dakota Data Quality Initiative
- 7) Postsecondary Technical Institution Electronic Management System

[Each of the outcomes and their related system requirements and implementation are presented in full in section (B.) of this project narrative].

SLDS Application Acronym Key

SD-EDS = South Dakota – Educational Data System

LDS = longitudinal data system

SD DOE= South Dakota Department of Education

US DOE=United States Department of Education

ESA=Educational Service Agency

SD BIT = South Dakota Bureau of Information and Telecommunications

SD BOR = South Dakota Board of Regents

PRF = Personnel Record Forms

FERPA=Family Educational Rights and Privacy Act

SIMS = Student Information Management System

Dakota STEP= Dakota Student Test of Educational Progress

LEA = Local Education Agency

Current Status of the Statewide LDS

The South Dakota Department of Education (SD DOE) has spent the last several years putting in place the foundational components necessary to successfully build a Longitudinal Data System (LDS). SD DOE has:

- Implemented a voluntary state-wide Student Information System (SIS) that is currently being used by 99% of the school districts.
- Implemented a unique student identifier in elementary and secondary education
- Implemented a unique identifier to students in postsecondary regental institutions
- Identified key data to be included in the LDS

Although South Dakota stakeholders have accomplished significant gains in the effort to collect and utilize data, the key components of a Longitudinal Data System are absent from the South Dakota system. The SD DOE does not have a longitudinal data store that allows for consolidation, organization or analysis of historical data. There is not a comprehensive system for tracking students from K-12 to all post-secondary institutions. Student and teacher data are not linked. There are serious concerns about the quality and consistency of data entry at the beginning of the pipeline in the state's LEAs.

The SD DOE is now prepared and very well positioned to build on our K-12 efforts and launch into new educational sectors to create a K to 21 LDS that can be used to manage, analyze and disaggregate student and teacher data in a manner that efficiently informs instructional and programmatic decision making to improve student educational achievement throughout the state. The LDS will allow the SD DOE and LEAs to improve student academic achievement and close achievement gaps.

See Table 1. Of the 7 required data system capabilities outlined in the grants for statewide longitudinal data systems under the ARRA, South Dakota is currently only meeting one of seven, EdFacts reporting. The SD DOE is able to provide reports to EdFacts, but this task is accomplished in an inefficient and inconsistent manner. Typically SD DOE has been tardy in its

reporting because of numerous problems that exist in the cumbersome processes to prepare these reports.

The current system does not allow for examination of student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce and the Armed Forces. The system does not facilitate or enable the exchange of data among agencies and institutions within the state and between states in a manner that informs policy or practice. There is little interoperability due to uncommon data structures, data formats and data definitions. The system does not link student data with teacher data and the teacher data is not sufficiently linked with information about teacher preparation programs in the South Dakota university system. The system does not enable data to be easily presented for continuous improvement and decision-making. It does not allow for timely reporting to parents, teachers, school leaders and policy makers about the achievement of students. The system is not designed to ensure the quality, integrity or security of data in the system.

Table 1. Illustrates the manner in which the seven outcomes of the SD-EDS proposal align with the seven required data system elements.

Seven Outcomes of the SD-EDS

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) South Dakota Data Quality Initiative
- 7) Postsecondary Technical Institution Electronic Management System

Table 1.

7 Required Data System Elements Capabilities from the LDS American Recovery and Reinvestment Act	SD-EDS Outcomes						
	1	2	3	4	5	6	7
1.Preschool through postsecondary education	X		X	X	X	X	X
2. Exchange of data among agencies and institutions.	X		X	X	X	X	X
3. Link student data with teachers		X	X			X	
4. Matching of teachers with their certification.			X			X	
5. Data for continuous improvement and decision-making				X	X	X	
6. Quality and integrity of data.	X	X	X	X	X	X	
7. ED Facts**					X	X	

**SD DOE in compliance

Table 2. Illustrates the manner in which the seven outcomes of the SD-EDS proposal align with the 12 required data system elements from the America COMPETES Act.

Table 2.

12 Required Data System Elements from the America COMPETES Act	SD-EDS Outcomes						
	1	2	3	4	5	6	7
1.Student Identifiers	X					X	
2. Student Data			X	X		X	X
3. Exit Data			X	X		X	X
4. Higher Ed Communications				X		X	X
5. Audit System			X	X		X	
6. Assessments					X	X	
7. Non-tested						X	
8. Teacher Identifiers		X				X	
9. Transcripts						X	
10. SAT/ACT			X			X	
11. Higher Education Transition					X	X	X
12. Higher Education Success					X	X	X

While there is a unique student identifier it does not connect to a unique teacher identifier, nor does it connect with post-secondary systems. The system is not automated in a fashion that allows for efficient transfer of student-level transcript information including courses completed and grades earned. Although SD DOE has access to student-level college readiness test scores, that information is not currently integrated with other system data and so it cannot be used to analyze course or program quality. When students do transition to secondary schools, there is no feasible way to compare college readiness or postsecondary success related to prior coursework or college readiness scores. There are concerns about the quality, validity and reliability of the current data system.

Current Capacity to Utilize a Statewide LDS

Capacity development activities are built into the proposal for the development of SD-EDS. These activities are essential for the purposes of making use of fully realized LDS. One of the primary capacity building activities will be the initiation of the Data Quality Campaign. The campaign will engage representatives from each school district in the state, a data quality coach in each of six educational service agencies (ESA), and representatives from both the technical institutions and the higher education institutions. The data coaches to be located in each ESA will engage in ongoing professional development in order to provide ongoing support to districts in each region.

The SD DOE will employ an additional two new FTE whose function will be to manage data in the longitudinal data system and to provide support to LEAs in submitting and extracting needed data. Additional existing personnel in the SD DOE will also handle some responsibilities for the project.

In addition to training state department staff in the use of the longitudinal data system, SD-DOE plans to offer training to LEAs and other stakeholders on the capabilities and functions of the SD-EDS data system. Furthermore, to ensure that the data entered into the system is of high

quality, the state is proposing intensive data quality to school districts as part of the project. This will ensure that SD-EDS is able to fulfill its purpose of providing relevant data-based decision making and reporting functions to stakeholders.

Intentions of Use to Meet State Fiscal Stabilization Fund Requirements

With the development of SD-EDS, the 7 required data system capabilities outlined in the grants for statewide longitudinal data systems under ARRA will be met. Additionally, the SD DOE will also be compliance with 12 required data system elements from the America COMPETES Act.

The core reform policies under ARRA are 1) Standards and Assessment, 2) Effective Teachers and Leaders, 3) Data Systems, and 4) Struggling Schools. Once SD-EDS is fully operational in South Dakota, it will provide a significant data system resource that meets the Data System core reform policy. Scenarios of how this data will be utilized specifically in the state of South Dakota to meet the other core reform policies are presented below.

Scenario #1: In 2005 South Dakota Governor Mike Rounds developed the P-21 Council to enhance the dialogue between K-12 and post-secondary institutions for the purpose of ensuring graduates are prepared to enter a 21st Century workforce. The council recognizes a need for enhancing data that districts receive about their graduates. Post-secondary institutions need to be able to connect student performance related to standards and high quality assessments prior to their entrance into college in order to investigate factors associated with college student achievement, progress, and degree completion. South Dakota is also a member of the Partnership for 21st Century Learning. The P-21 Council recognizes that K-12 and post-secondary curriculum must be relevant to 21st Century learning. A LDS that aligns high school curriculum, standards and assessment with student post-secondary performance will provide a mechanism for more sophisticated analysis.

Scenario #2: SD DOE is currently a partner in a National Math and Science Initiative to promote Advanced Placement (AP) coursework to improve rigor. Students in South Dakota's most rural locations now have online access to AP courses. We also know that 30% of incoming freshmen in SD's public universities require remedial coursework in math and English. We believe that high school students who pursue rigorous courses in core content areas and specific career clusters (fields of study) enter technical school and college ready to perform. At present we don't have sufficient data analysis capabilities to support this because we don't know what high school courses these students took and we don't have the data to know if AP coursework will affect this percentage. A LDS will alleviate this dilemma.

Scenario #3: Teachers must be effective to provide relationships, relevance and rigor. Currently the state is engaged in a Teacher Incentive Fund (TIF) grant that seeks to measure and reward teacher effectiveness as judged in part by student achievement. The school districts participating in the TIF project have been identified as struggling schools -- they are the lowest performing schools in the state. The current data system does not allow student data to be connected with teacher data. Although students do have unique identifiers, teachers do not and so that data cannot be correlated. Additionally, the state is also experiencing a teacher and administrative shortage and programs are in place to recruit both populations. It would be beneficial to track the effectiveness of teachers certified through non-traditional methods as well

as the effectiveness of administrators who have received interventions to increase leadership capacity – currently we do not have that ability. A LDS would allow for correlating data among teachers and administrators to their particular preparation programs and to student performance.

Scenario #4: Two years ago, Governor Rounds introduced the 2010 Education Initiative (2010E) as a roadmap to develop the academic tools our children need in order to success. A component of this initiative is High Schools 2025. A key purpose of this component is to prepare students to be part of a vital workforce. The global marketplace has changed our world. Success in the 21st century requires a skill set that wasn't even around 20 years ago. Now, more than ever, America's high schools need to be ahead of the curve as they prepare students for the next step. South Dakota Governor Michael Rounds has been a proponent of the one-to-one laptop initiative called Classroom Connections. Legislative policy makers are constantly seeking accurate data and information to determine the financial feasibility of this program and others. Parents who attended traditional schools where textbook and chalkboards were standard are also seeking information about the implications of learning with technology. Presently there are not enough data indicators that can be effectively coalesced to provide that evidence.

Scenario #5: The Bush Foundation has entered into a partnership with 14 higher-education institutions, including 1 in South Dakota, focused on transforming teacher-preparation programs. These higher-ed institutions, several working as consortiums, have submitted 7 proposals to innovate their preparation programs. Over the next decade, the Bush Foundation will invest more than \$36 million in the universities, which have plans to produce at least 25,000 new, effective teachers in the next 10 years. To accomplish this goal, the institutions will transform how they recruit, prepare, place and support new teachers and how they work with their K-12 partners. Among the six guiding principles established by the Foundation for the initiative is the use of data to inform decision making, and the use of value-added data in particular. The Foundation's investment will enable the universities to develop and implement their redesigned programs, starting with the 2010-11 academic year.

Each institution will launch a unique strategy that plays to the institution's strengths, while challenging the status quo to ensure the teachers they prepare will be highly effective. Innovative concepts include targeted recruiting of high-caliber students representing diverse groups, integration of co-teaching strategies, creation of residency programs to provide full-year immersion experiences to teacher candidates, deep partnerships with K-12 school districts and ongoing support to new teachers through in-person and online mentoring programs. In addition, the Foundation will work with the institutions to develop assessment tools and reporting mechanisms that teachers, schools and higher-education institutions can use to measure effectiveness and improve performance. A LDS would allow for correlating data among teachers and their particular preparation programs and to student performance.

B. Project Outcomes Related to Systems Requirements and Implementation

The SD-LDS advisory committee crafted a vision statement to guide this project. The vision statement is: *The South Dakota – Educational Data System (SD-EDS) will be a robust, efficient, interoperable, reliable and user-friendly longitudinal K-21 data system that 1) supports analysis of informed decision making focused on improving student/teacher performance and 2) ensures timely and accurate reporting.*

Two overarching objectives have been identified to make this vision a reality:

Objective I: Develop, implement and maintain a statewide longitudinal data system that provides student and teacher data over time and allows for efficient and effective sharing of data between K-12 and post-secondary. With a unique identifier in place, student and staff data will be linked and tracked across time, courses and programs. The Longitudinal Data System will be aligned with post-secondary data systems to ensure communications that benefits both entities such as transcripting, student transition success rates and preparedness. Appropriate governance and policy procedures will be implemented to ensure safe and secure and integrated data access by stakeholders.

Objective II: Develop, implement and maintain a statewide longitudinal data system that allows for efficient and effective reporting to federal officials, decision making by state policymakers and assessment and research by educators. Policy makers, SD DOE officials, educators and researchers need access to longitudinal data to identify trends and make informed decisions about how to close achievement gaps and improve student, teacher and school performance. The type of information provided by the system will allow for the identification and support of struggling schools, one of the four assurances under the State Fiscal Stabilization Fund. Records that match unique student identifiers with unique teacher identifiers will facilitate and improve the quality of decision making about programs, curricula, teacher preparation and teacher professional development. For instance, comparisons could be made between student performance related to teachers who are trained in cognitively-guided math instruction and teachers who are trained in direct math instruction techniques. Public reporting that protects confidentiality will provide parents and other community members with more accurate and more detailed information.

To meet these objectives, South Dakota proposes seven outcomes:

- 1) Unique K-21 Student Identifier
- 2) Unique Staff Identifier
- 3) K-12 Longitudinal Data Warehouse
- 4) Integration of Postsecondary Data
- 5) Reporting and Analysis System
- 6) Transcript System
- 7) South Dakota Data Quality Initiative
- 8) Postsecondary Technical Institution Electronic Management System

Outcome #1 Unique K-21 Student Identifier

Currently, the SD DOE and SD BOR have independent student information systems. Each system has the capability to assign a unique student identifier. However, the unique IDs of each system are not compatible and do not allow for easily matching student information in both systems. The longitudinal data system will match these students and to assign a common student ID to link student data at both levels. This assignment of a K-21 common ID will facilitate cross-program analysis between K-12 and post-secondary programs.

This outcome would enable South Dakota to meet Element 1 of the America COMPETES Act:

1. A unique statewide student identifier that does not permit a student to be individually

identified by users of the system (except as allowed by Federal and State law)

Deliverable:

- K-21 student ID which can be integrated into the longitudinal data system

Outcomes #2 Unique Staff Identifier

Currently, the Social Security Number is used as the key in the staff data system and the teacher certification system. The student ID system will be expanded to provide staff IDs. This will facilitate the linkage of student data with teachers.

This outcome would enable South Dakota to meet Element 8 of the America COMPETES Act:

8. A teacher identifier system with the ability to match teachers to students

Deliverable:

- Unique teacher ID system which can be integrated into the longitudinal data system

Outcome #3 K-12 Longitudinal Data Warehouse

The SD DOE currently has several different data systems that serve different purposes. There is a statewide student information management system which is used to collect and store specified demographic information on students (See Appendix A). Furthermore, there are separate systems to collect and store student testing information, career and technical education data, safe and drug free school data, and teacher certification and personnel records.

In addition, the SD DOE receives a file from ACT and SAT-10 each year with student test results. While this information can be connected to student enrollment and state assessment information there is not a way to connect the results to course data. The longitudinal data system will allow the SD DOE and SD BOR to measure what high school performance indicators are the best predictors of success in college or the workplace.

A longitudinal data warehouse would contain snapshot data at the student level over multiple years to be used for analysis and reporting of the data. The data warehouse will enable state officials, policy makers, school district personal, and other interested parties to make informed decisions regarding the status of education in South Dakota. The system would also allow the SD DOE to more accurately and efficiently perform data matching with information systems from other state agencies.

This outcome would help South Dakota to meet Elements 2, 3, 5, and 10 of the America COMPETES Act:

2. Student-level enrollment, demographic, and program participation information.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop, or complete K-21 education programs.
5. A state data audit system assessing data quality, validity, and reliability.
10. Student-level college readiness test scores.

Deliverables:

- A Metadata Dictionary which defines data elements and attributes.
- A longitudinal data system with the ability to collect, store and analyze K-12 student level information.
- Student-level enrollment, demographic, and program participation information
- Student-level information about the points at which students exit, transfer in, transfer out, drop, or complete K-12 education programs.
- Data staging area for cleansing and integration of data
- Student-level college readiness test scores
- A longitudinal data system with the ability to collect, store and analyze teacher data

Outcome #4 Integration of Postsecondary Data

In 1996 SD BOR implemented a new student information system, and later merged individual institution data under an Integrated System Approach supported by the Regents Information System (RIS) as a single, integrated administrative entity. The six Regental institutions utilize a similar student/faculty *Datatel Colleague Student Information System* (Colleague) for tracking program, enrollment and section level data. Data for this system are maintained on a live database, and at established timeframes during the academic year the database is frozen to allow for a series of census date and end of term extract that are used for reporting purposes. These extracts represent major reporting fields required for institutional, state, and federal level reporting. A complete snapshot of the data at a given point in time is not maintained resulting in only a partial warehouse of data available in the system.

Furthermore, a unified database was established in late 2003, as the student record systems at each of the six universities were merged. At that time numerous policies were standardized including the establishment of a common admission application, grading, course numbering, and course catalogue to aid in student transferability throughout the Regental system. The Integrated-Systems Approach calls for administrative information systems software, databases, code-tables, computer screens, interactive processes, and individuals' workflows to be consistent and shared by all Regental institutions. The Systemwide administrative databases are integrated in two key ways. First, the Systemwide records for each category are integrated into a single Systemwide database (rather than a separate database for each campus). Second, the comprehensive mix of Systemwide databases, covering the full spectrum of Systemwide administrative policy, planning, service and oversight functions is also integrated. This latter integration provides, for example, that a person's biographic/demographic information need occur only once, with a single instance, for shared use throughout all integrated Systemwide databases. Although, student transcript information is available at the point of admission, only a limited amount of that information is entered into the student data system maintained by the SD BOR. A unique high school code is assigned to each student, and that code is used to assist in reporting first-year performance of South Dakota graduates that enter the Regental system the fall semester following high school graduation. While a comprehensive student data system is in place at the six public 4-year institutions, there are no mechanisms in place to link this data with student and teacher level data available through the SD DOE. As a result, the state has limited assessment and evaluation capacity to evaluate existing data elements that are directly influencing student transition into the postsecondary environment. The development of a single conformed

longitudinal data warehouse will allow data to be stored in a single location, thus presenting the opportunity for a comprehensive analysis of student data.

In addition to the public universities, South Dakota also has four postsecondary technical institutions. As noted earlier, these four institutions have yet to develop a merged data system or implement common policies or standards for maintaining system level data. These issues will need to be addressed, and then the longitudinal data system would have the ability to collect, store and analyze student level information for the technical institutes in order to provide a more comprehensive analysis of the success of students in South Dakota public postsecondary programs.

Meeting the outcome detailed above would assist South Dakota as it meets Elements 2, 3, 4, and 5 of the America COMPETES Act:

2. Student-level enrollment, demographic, and program participation information.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop, or complete K-21 education programs.
4. The capacity to communicate with higher education data systems.
5. A state data audit system assessing data quality, validity, and reliability.

Deliverables:

- Addition of Postsecondary information to the Metadata Dictionary
- Implementation of a uniform postsecondary technical institute data system
- A longitudinal data system with the ability to collect, store and analyze public postsecondary university student level information
- Student-level enrollment, demographic, and program participation information
- Student-level information about the points at which students exit, transfer in, transfer out, drop, or complete public postsecondary education programs.
- Data staging area for cleansing and integration of data
- Capacity to track students as they migrate/transfer between public 4-year universities and technical institutes.

Outcome #5 Reporting and Analysis System

In order to fully realize the benefits of developing a longitudinal data system, the system must have a user friendly reporting and analysis system in place. The system will contain tools to develop standard/canned reports as well as provide ad hoc query capabilities. In addition, the system should have a portal available for end users such as school administrators, teachers, parents, and students to view data at an aggregated level. The reporting and analysis system will contain features that allow assessment and other data to be viewed over time. The records of individual students will be protected following FERPA requirements. Users from state agencies and the SD BOR will be trained in the use of the system and training materials will be developed for new users of the system. In addition, this system would allow the SD DOE to more efficiently meet state and federal reporting requirements. This would include items such as EdFacts reporting, the State Report Card for reporting AYP at the school, district, and state level, and fall enrollment and other student census data.

This outcome would enable South Dakota to meet Element 6, 11, and 12 of the America COMPETES Act:

6. Yearly test records of individual students with respect to assessments under section 1111(b) of ESEA.

11. Data that provide information regarding the extent to which student's transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

12. Data that provides other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Deliverables:

- Reporting and analysis tools for various levels of users within the longitudinal data warehouse.
- Training for system users

Outcomes #6 South Dakota Data Quality Initiative

In order for the data analysis at the end of the Longitudinal Data System pipeline to be accurate, the data must be correct from the beginning. Accuracy and consistency must be insured through a set of business rules that define the format, acceptable values, missing data options and logical comparisons prior to the data being formatted for reports. Automated processes to assist this endeavor are important, but the human component is even more important. The South Dakota Data Quality Initiative will be a key component to ensure that accurate and uniform data is passed faithfully along throughout the information system. SD DOE officials, along with external project management personnel will engage in national-level professional development in order to build a significant state-level professional development professional development plan and system for data managers in each school district and in each educational service agency. Each of the six educational service agencies in South Dakota will have a trained Data Quality Coach to provide assistance and support to districts. Many of the small districts in the South Dakota do not have significant personnel to support data managements, so this regional support system is crucial to success.

This outcome is applicable to all Elements of the America COMPETES Act, because the accuracy and consistency of data entry is key to accomplishing all the elements.

Deliverables:

- Data quality training for SD DOE/External Project Manager
- Launch of statewide Data Quality professional development system
- Identification and training of Data Quality Coaches in each Education Service Agency

Outcome #7 Postsecondary Technical Institution Electronic Management System

South Dakota's four Technical Institutes have disparate Electronic Management Systems (EMS), including one system which is obsolete and no longer supported by its manufacturer. The required replacement of one of the technical institute's EMS systems provides the opportunity to investigate the benefits and issues of moving the Technical Institutes to a common EMS. The overarching goal of this project is to provide an effective, economical and standardized system

wide EMS. A modern EMS system provides the platform for the integration of data not only for internal management purposes, but for the number of reports that are required to maintain compliance with federal reporting requirements.

The following goals were used during the research and evaluation process to identify an EMS that would satisfy the data requirements of the technical institute system:

1. Fulfill baseline functional and technical requirements for an EMS system.
2. Provide expandability and growth in terms of both student numbers and functionality.
3. Provide for a common platform across the institutes that would allow for system-wide definitions, reporting, collaboration, business processes, training, and reduced costs.
4. Enable employment of industry best practices at South Dakota's Technical Institutes.
5. Provide ease of use and management that supports a campus structure of multiple buildings
6. Be economical to use and support both as individual institutions and as a system.

The benefits of the system are centered on three priority areas: Effectiveness, Cost Effectiveness, and Standardization.

Effectiveness: Significantly enhances the capabilities that are not available today to three of the institutes and the combined Technical Institute system that includes the SD DOE. Provides support for on-line engagement of students which will allow the institutes to broaden their services, increase enrollment, and provide distance learning options to those already in the workforce. Reduces the amount of manual entry now used to manage student enrollment functions and prepare reports for federal and state entities. Improves ability to identify causes of retention problems. Allows for better management and reporting for financial aid, institutional effectiveness, and assessing learning outcomes—all critical to institutional accreditation.

Cost Effectiveness: Provides the tools necessary to reduce operating costs and facilitating an increase in enrollment and retention thereby contributing to a rapid return on investment. Greater than 25% start-up cost savings by using a system currently in place at one technical institute. Reduces current annual software support costs at that technical institute by almost 50% through an economy of scale.

Standardization: Allows for the collaboration between institutes to include tracking of students between institutions and transfer of electronic records. Allows the SD DOE to have the visibility necessary to allow shifting of resources and formulation of policy based on accurate data. Provides a system that can be used by the Department of Education to enable more efficient and effective oversight and business management. Allows the Technical Institutes to better work together to identify and solve South Dakota workforce needs in collaboration with the Department of Labor.

Meeting the outcome detailed above would assist South Dakota as it meets Elements 2, 3, 4, 11, and 12 of the America COMPETES Act:

2. Student-level enrollment, demographic, and program participation information.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop, or complete K-21 education programs.
4. The capacity to communicate with higher education data systems.
11. Higher Education Transition
12. Higher Education Success

Deliverables:

- Common EMS system for South Dakota's four postsecondary technical institutions

SD DOE will issue a single RFP for project management, longitudinal data system software, student and staff ID engine, and the reporting system. It is the intent to issue the RFP prior April and make awards in May if the funding becomes available.

C. Timelines for Project Outcomes

SD DOE will issue a single RFP for project management, longitudinal data system software, student and staff ID engine, and the reporting system. It is the intent to issue the RFP prior to April 2010 and make awards in May if the funding becomes available.

Outcome #1 Unique K-21 Student Identifier

Objective: To purchase a K-21 student ID engine which will allow a linkage between the K-12 and higher education data systems and can be integrated into a longitudinal data system.

Major Task		Timeline
1	Issue RFP for Student ID Engine	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP to Student ID Vendor	May 2010
4	Install ID system	May – June 2010
5	Set up accounts for Student ID system users	July 2010
6	Load existing student ID information	August 2010
7	Tune matching engine for student IDs	August 2010
8	Integrate Student ID system	August 2010

Outcomes #2 Unique Staff Identifier

Objective: South Dakota currently uses SSNs as a teacher ID. The goal is to implement a unique teacher ID that is not related to the SSN.

Major Task		Timeline
1	Issue RFP for Staff ID Engine	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP to Staff ID Vendor	May 2010
4	Install ID system	July 2010

5	Set up accounts for Staff ID system users	July 2010
6	Load existing teacher ID information	August 2010
7	Tune matching engine for staff IDs	August 2010
8	Return assigned staff IDs to districts	September 2010
9	Train districts in staff ID assignment process	September 2010
10	Adjust staff data collections to use new staff IDs	October 2010
11	Integrate staff ID system	October 2010

Outcome #3 K-12 Longitudinal Data Warehouse

Objective: SD currently has several different data systems to collect and store K-12 student and teacher data. Each system operates as a silo. This project would implement a data warehouse where select fields from each system could be imported and stored at points throughout the year to easy analysis of the information.

Major Task		Timeline
1	Issue RFP for Longitudinal Data System	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP for Longitudinal Data System	May 2010
4	Determine initial data collection elements	May - June 2010
5	Populate data warehouse tables	July 2010
6	Build date “cubes”	July - August 2010
7	Review with Executive Steering Committee and program staff	July - August 2010
8	Refine data collection elements and “cubes”	August 2010 – April 2011
9	Review with Executive Steering Committee and program staff	August 2010 – June 2011
10	Train SD DOE staff on use of system	August - September 2010
11	Design process to update warehouse with new data	August 2010 – June 2011

Outcome #4 Integration of Postsecondary Data

Objective: Once the K-12 longitudinal data warehouse is in place, the next step is to bring in postsecondary data to provide for analysis on student achievement.

Major Task		Timeline
1	Determine initial data collection elements	February – March 2011
2	Populate data warehouse tables	April 2011
3	Build date “cubes”	April – May 2011
4	Review with Executive Steering Committee and program staff	April – May 2011
5	Refine data collection elements and “cubes”	May 2011 – January 2012
6	Review with Executive Steering Committee and program staff	May 2011 – January 2012
7	Train SD DOE and BOR staff on use of system	May – June 2011
8	Design process to update warehouse with new data	May 2011 – January 2012

Outcome #5 Reporting and Analysis System

Objective: To fully realize the benefits of the longitudinal data warehouse, the system must have a user friendly reporting and analysis system in place.

Major Task		Timeline
1	Issue RFP for Reporting and Analysis System	January 2009 – March 2010
2	Review Bids	March –April 2010
3	Award RFP for Reporting and Analysis System	May 2010
4	Install Reporting System	July 2010
5	Build K-12 Reports on data warehouse “cubes”	August 2010 – June 2011
6	Train SD DOE staff on use of system	August – September 2010
7	Regional training for district staff	June – July 2011
8	Build Postsecondary Reports	September 2011 – February 2012
9	Train Postsecondary staff	January – March 2012

Outcomes #6 South Dakota Data Quality Initiative

Objective: To improve the quality of the data being submitted by training those who do the data entry.

Major Task		Timeline
1	National-level PD for SD DOE/External Consultant	July 2010
2	Development of statewide initiative	August – October 2010
3	Advisory group review and guidance	October – November 2010
4	Finalize initiative and roll-out plans	November – December 2010
5	Engage Education Service Agencies (ESAs)/ identify data coaches	January 2011
6	Launch initiative/promotional activities	January – February 2011
7	Data coach training	March – April 2011
8	District representative training	May – July 2011
9	Data coaches provide ongoing support to districts	August 2011 – January 2012

Outcome #7 Postsecondary Technical Institution Electronic Management System

Objective: To purchase and implement a uniform data collection system for the four postsecondary technical institutes in South Dakota. This will enable them to participate in the longitudinal data warehouse project.

For Outcome #7 Postsecondary Technical Institution Electronic Management System funds will be sub granted to the 4 postsecondary technical institutes to purchase the hardware and software to implement a uniform data collection system. The timeline below was developed and will be managed by the technical institutes.

Major Task		Timeline
1	Quarterly project meetings with SD DOE and Technical Institute staff	February – March 2010
2	Hardware needs survey	February 2010

3	Develop comprehensive project plan	February 2010
4	Order hardware	March 2010
5	Data conversion	March 2010
6	Install EMS hardware	April – May 2010
7	Network connectivity and hardware operations testing	May – June 2010
8	Individual EMS package training	May 2010
9	Install and configure EMS	June – July 2010
10	Individual EMS components active and online	August – December 2010

D. Project Management and Governance

SD DOE is led by the Secretary of Education which is a position appointed by the Governor. The Secretary of Education, along with the Deputy Secretary and directors in charge of each of the above offices, will provide the executive governance structure for the SD-EDS initiative. While the SD-EDS project is primarily located within the SD DOE, specifically in the Office of Finance and Management, Division of Data Management, SD DOE will work in partnership with the SD BOR, SD DOL, and SD BIT in the development of the K-21 longitudinal data system.

Due to the magnitude of the project, SD DOE will work with an external consultant to serve as the project manager. In addition, SD DOE will use the following organizational structure and responsibilities:

Project Sponsor:

Tami Darnall, Director of the Office of Finance and Management, will serve as the Project Sponsor. She will be responsible for securing funding and the human resources needed to design, implement, and sustain this project. The Project Sponsor will meet regularly with the project manager to review project timelines, key milestones, and outstanding issues. She will aid the project manager in managing cross-functional support resources needed. In addition, the Project Sponsor will ensure the project is tracking on budget and provide final sign-off on any escalated change.

Executive Steering Committee:

Co-Chairs of the committee would be Tom Oster, Secretary of the SD DOE and Jack Warner, Executive Director of the SD BOR. Members of this committee will include the Project Sponsor, SD DOE Division Directors, the Secretary of the SD DOL, the SD Chief Information Officer (CIO), and project vendors. The Project Manager will meet with the Executive Steering Committee on a quarterly basis to discuss the status of the project, any outstanding issues, budget issues, and escalation of project issues or risks. In addition, a meeting of the Executive Steering Committee may be requested at any time by the Project Manager or any member of the committee.

Project Manager:

SD DOE will contract with an external vendor to serve as the Project Manager. The Project Manager will create and execute project work plans and revise them as appropriate. They will manage the day-to-day operational aspects of the project and identify resources needed and assign individual responsibilities. The Project Manager is responsible for ensuring that the project team completes the project.

Project Plan:

A detailed project plan will be developed by the Project Manager and approved by the Project Sponsor and Executive Steering Committee. The project plan will serve as the primary planning document for the project. The Executive Steering Committee will provide management and support of the project.

In addition to the elements listed above, SD DOE will continue to seek advice from school district administrators, staff, and other educational stakeholders using existing advisory boards that are already in place. This would include but is not limited to the P21 Advisory Council, the Superintendant Advisory Council, South Dakota Association of School Business Officers, and School Administrators of South Dakota.

E. Staffing

The State of South Dakota currently has considerable human resources already dedicated to the K-12 and public university student information systems. These resources are described below.

SD DOE:

Director, Office of Finance and Management/Project Sponsor (0.30 FTE):

The Director is responsible for securing funding and the human resources needed to design, implement, and sustain this project. The Project Sponsor will meet regularly with the project manager to review project timelines, key milestones, and outstanding issues. She will aid the project manager in managing cross-functional support resources needed. In addition, the Project Sponsor will ensure the project is tracking on budget and provide final sign-off on any escalated change.

Data Management Team:

Data Management Administrator (0.50 FTE):

The Division of Data Management is located within the SD DOE Office of Finance and Management and is lead by the Data Management Administrator. This position is responsible for oversight of the K-12 Student Information Management System, State and Federal data reporting, AYP determination, and responding to any external data requests. Oversight of the longitudinal data system would be added the duties of this position.

Answering to the Data Management Administrator, the Data Management Team consists of two Program Analysts, two Policy/Data analysts, and the EDEN/EdFacts Coordinator. The team resides within the SD DOE under the Office of Finance and Management. Members of this team work daily with staff within SD DOE, staff from other state agencies, school districts, and other outside entities in collecting, analyzing, and reporting student data. This team will be involved in the planning and implementation of the longitudinal data system as well as be responsible for the ongoing operations of the system.

Data Analysts (1.0 FTE) are responsible for the day to day operations of the current data collection systems. SD DOE currently has 2 full time data analysts on staff. It is anticipated that the 2 current employees will spend about 30% of their time on issues related to the longitudinal data system in the first year. This will move up to 50% the following years as data is moved into the system.

EDEN/EdFacts Coordinator (0.25 FTE) is responsible for the coordination, collection, and submission of data for the CSPR and EdFacts files. It is anticipated that this FTE will spend a small amount of time (10%) during the initial development of the system. This will move up to 25% the following years as data is moved into the system and the reporting system is set up. This position will help in determining data elements to be included in the system and in setting up reports needed for EDEN/EdFacts reporting.

Policy Analyst (0.25 FTE) is responsible for filling data requests. It is anticipated that this FTE will spend a small amount of time (10%) during the initial development of the system. This will move up to 25% the following years as data is moved into the system and the reporting system is set up. This position will help in determining data elements to be included in the system and in setting up reports to meet the needs of common data requests. This position will also help to provide ongoing training to users. This position will also help to provide ongoing training to users.

In addition, the SD DOE has plans to hire two new positions within the Division of Data Management to work specifically with the longitudinal data systems. These positions will consist of a Help Desk Analyst and an additional Program Analyst. The Help Desk Analyst will work as a customer service position with duties such as recording and routing trouble tickets, gathering information related to help tickets, and monitoring user service levels. The new Program Analyst will administer the longitudinal database software, analyze LEA data submissions, provide support to regional Data Coaches, analyze and manage data requests, and maintain the Metadata, Data Dictionary, and LDS User Manual.

SD BOR - Regents Information Systems (RIS) Staff:

Student Application Supervisor (.10 FTE) is responsible for project lead and direction, personnel management for those assigned to the project, management of software and related maintenance in support of the longitudinal data analysis project related to information associated with the six public Universities in SD.

System & Database Analyst (.05 FTE) is responsible for setting up the technology interfaces and security to support the exchange of data with the longitudinal data management system.

State Integration Specialist (.20 FTE) is responsible for direct oversight and escalation point in developing the specification, developing the programs, testing the programs, and moving the programs into a production environment. This position will provide direct support to the new position being requested as they work on the tasks in support of this project.

In addition, the SD BOR plans to hire one new person to work directly on the tasks associated with the longitudinal data analysis system. This position will be responsible for analyzing data requests, determine appropriate data elements and location to satisfy data requests, develop extract programs to pull data from the appropriate system in satisfying data requests, establish processes/procedures for the regular execution of the appropriate computer programs, address problems attributed to the BOR's extract programs and/or data files submitted by the BOR,

coordinate the correction of the source data in the ERP source databases as appropriate, modify the appropriate programs to address changing warehouse or data requirements, insure secure methods are used/followed in the transfer or exchange of the BOR data, develop reports from the data warehouse as requested by the BOR, develop and support interfaces in support of the unique ID component of the project, and other duties as assigned in support of the warehouse project.

Members of this team work daily with staff at the six public universities governed by the SD BOR, BOR staff, USDOE staff and other outside entities as they support and maintain the Colleague student system application and related software.

SD BIT

BIT Contact:

South Dakota's Bureau of Information and Telecommunication (BIT) assigns a point of contact to each state agency. The point of contact serves as an internal consultant between the agency and BIT and assists agencies with the transition to new processes and technology. The SD DOE point of contract will be an integral part of the implementation of the components of the longitudinal data system by providing guidance and suggestions as to how the system can best be integrated with current information systems.

DDN School Support:

The DDN School Support team consists of 4 full time employees dedicated to the support of K-12 technology. Duties of this team include network support, server administration, security administration, database administration, and production operations support for the current K-12 student information system. This team would extend its infrastructure support services to the longitudinal data system when implemented.

External Vendors

SD DOE will contract with an external vendor to manage the implementation of this project. The external vendor will act as the Project Manager and will create and execute project work plans and revise them as appropriate. They will manage the day-to-day operational aspects of the project and identify resources needed and assign individual responsibilities.

In addition, a separate external vendor will be contracted to develop and manage the Data Quality Campaign. The vendor will work closely with six staff members from each of the six ESAs. These staff will be trained and designated as Data Coaches in each region. The coaches will provide extensive support to districts as they learn about data entry techniques in order to ensure quality input at the beginning of the data pipeline. The coaches will also support districts in their effort to utilize data from the warehouse in order to make sound decisions related to student achievement at the local level. The vendor will work closely with SD DOE officials to ensure that outcomes of the SD-EDS project are met.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Bush Initiative-VARC Roles Summary.doc** Pages: **3** Uploaded File: **Bush Initiative - VARC Roles Summary.doc**

VARC Role

VARC will fulfill five functions within the Bush Teacher Initiative Project: Project Vision, Value-Added Analysis, and Developing Tests in New Areas, Direct Measures of Teacher Performance, and Evaluation. This proposal summarizes work to be completed between Oct 2009 and Dec 2010. In addition to the milestones and deliverables identified in the project timeline, we also propose to articulate an 18 month rolling horizon work plan each July.

The *Project Vision* line of work is designed to define, operationalize, and prioritize the goals of each group of stakeholders participating in the Bush Teacher Initiative. While all stakeholders share the same goal of improving student learning by improving the quality of teachers, each group of stakeholders have focused on separate types of goals. We have identified the following *a priori* groups:

1. The Bush Foundation
2. The Advisory Review Committee (ARC)
3. Institutes of Higher Education (IHEs)
4. Partnering local education agencies (LEAs)
5. The Value-Added Research Center (VARC)
6. State Departments of Education

Identifying the goals and needs of each of these groups will provide a basis for understanding how to define and articulate performance goals across these groups. Partnering IHEs have already begun to explicitly define their theories of action and logic models within their proposals to the Bush Foundation. Reviewing and summarizing these models facilitates rigorous measurement of where changes are likely to occur and the impact of those changes. Performance goals should also reflect the theory of action of each IHE project plan.

The *Value-Added Analysis* area of work represents the bulk of the work that VARC will be providing to the project. This line of work will focus on acquiring data, assessing data quality, and using data to calculate VAA metrics that will be used to measure the impact of the Bush Foundation project and productivity of each of the partnering IHEs. In addition to the production of VAA metrics, we also propose to provide professional development and other learning opportunities to ensure that stakeholders understand what VAA is and how to use it.

The *Developing Tests in New Areas* line of work will focus on identifying additional measures of student learning to augment the NCLB required tests that each state currently implements. The purpose for identifying additional assessments is to provide VAA metrics for grades and content areas not assessed under current NCLB requirements. These tests may include formative systems such as NWEA Multiple Academic Progress (MAP) or end of course exams.

The *Direct Measures of Teacher Performance* area of work is designed to provide resources to IHE and district partners that may be used to measure instructional practice within the classroom. These instruments will provide additional information on the efficacy of teacher preparation programs that the project is seeking to improve.

The *Evaluation* line of work will focus on identify formative and summative data needs for the IHEs participating in the project. For example, determining the degree of pre-service teacher preparedness may inform programming and scheduling decisions at the IHE level. VARC will facilitate the development of these assessment tools and work to ensure that all partners have access to them.

VARC staffing

Project Leaders

Chris Thorn, PI: Dr. Thorn has written on knowledge management and information system design in education for the past decade. He is the associate director of the Value Added Research Center and led the project to provide value-added, data system, and data quality consulting to the 34 recipients of U.S. Department of Education Teacher Incentive Fund grants. In this role he has provided strategic consulting for a number of districts and state agencies on the high stakes use of outcome data—including value-added and growth model metrics.

Emin Dokumaci: Dr. Dokumaci is the lead production econometrician and has managed the production of statewide value-added metrics for Wisconsin as well as overseen ongoing development of new model features and diagnostics on the part of others on the statistical analysis team.

Jeff Watson: Dr. Watson is an industrial engineer with a wide range of experience in linking operational systems to data warehouses in educational agencies. He has will lead the work on data quality, data system integrity, and data integration.

Ernest Morgan: Mr. Morgan leads the Value-Added Research Center's professional development efforts. He will coordinate the professional development team for this project.

Project Management

Penny Clark: Ms. Clark is the research administrator for the Value Added Research Center. She will be responsible for overall project coordination on this effort and will be chief point of contact. She has considerable experience managing time-sensitive research activities and has the attention to detail required for deadline-sensitive, high-stakes work.

We will also be hiring at least one embedded researcher who will be a VARC researcher who is based in Minneapolis and will assist with both technical and project management duties.

Other Program Staff

Anthony Milanowski: Dr. Milanowski is a nationally recognized expert in the evaluation of educational practice and school leadership. Dr. Milanowski will lead the development of and training around teacher observation rubrics.

Nandita Gawade: Dr. Gawade is a statistical researcher who will bring her research experience in the development of classroom and differential-effects value-added models to the project

Sara Kraemer: Dr. Kraemer is a systems engineer who focuses on organizational efficiency and team performance. She also has experience doing field work in complex organizations. She will provide both data quality and organizational evaluation support to the project.

Rachel Lander & Peter Witham: Drs. Lander and Witham will be provide program evaluation training and support to participating teacher education institutions.

Elisabeth Geraghty and Sean McLaughlin are members of the VARC professional development team. They will support the development of training materials on the part of participating teacher educator institutions.

Information Technology Team

Joshua Kandiko: Mr. Kandiko is an experienced application developer who will support the work of data collection, presentation, and analysis. He also has extensive training in business process design and will assist in engaging with district and state agency IT developers.

Larry Schultz: Mr. Schultz is the data warehouse developer and will over-see all data transfers to and from the district. Additionally, he will design data models, and create and maintain data dictionaries.

Robert Glover: Mr. Glover has substantial experience supporting large-scale statistical analysis in the public and private sector. Robert has designed several multi-terabyte research data stores that have exceeded requirements.

Brie Chapa: Ms. Chapa is the research group's data librarian and will coordinate all data transfers.

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **KeyPersonnel_Resumes.pdf** Pages: **11** Uploaded File: **H:\12_DOE\1201_General Admin\12012_OFM\120122_Data Collections\2009 LDS\Resumes\KeyPersonnel_Resumes.pdf**

THOMAS JOHN OSTER
1824 Kennedy Drive
Pierre, SD 57501

EDUCATION

University of South Dakota, Vermillion, South Dakota
Specialist Degree in Education, December 1996

Northern State University, Aberdeen, South Dakota
Masters of Science in Administration, August 1990

Northern State University, Aberdeen, South Dakota
Bachelors of Science in Education, May 1984
Major: Social Science and Physical Education
Minors: Political Science; Coaching

EXPERIENCE

Secretary of Education for the State of South Dakota, current
Superintendent, Avon High School, Avon, South Dakota, August 1999-2008

Secondary Principal, Avon High School, Avon, South Dakota, August 1991-July 1999

Secondary Teacher, Frederick High School, Frederick South Dakota, August 1984-May 1991
Social Science and Physical Education, Government, History
Geography, Psychology, Sociology, Civics and Health

Coaching, Head Football, Assistant Basketball, Head Track and Golf

COMMUNITY SERVICE

Hospital Board, St. Michaels Hospital, Tyndall, South Dakota, 1995-2001
Served as Board President for two years

City Council, Avon, South Dakota, two terms, 1996-2000

County Commission, Brown County, South Dakota, 2 terms, 1986-1991
Served as Board Chairman 1988, 1989, 1990

Lions Club, Avon, South Dakota, President 1994-1995

HONORS

President, SDIAAA, Athletic Directors Association, 2003-2004

Assistant Football Coach of the Year, 1999 and 2005

Southeast Area Principal's Association Pyramid Award Winner, 1994

Region VII Coach of the Year, SDHSFBCA, 1994

Region I Coach of the Year, SDHSFBCA, 1986

State Assistant coach of the year for all sports, 2006

Appointed to serve on both state education task forces

MEMBERSHIPS

School Administrators of South Dakota, SADA

American Association of School Administrators, AASA

National Federation of High School Coaches Association, NFHSCA

CAREER OBJECTIVE

To apply the experience, skills and abilities I have obtained to promote the advancement of excellence in academics, fine arts, and athletics for the School District. I will continue to pursue my own educational advancement.

Brief Biography

Jack R. Warner

Jack Warner is the Executive Director and Chief Executive Officer of the South Dakota Board of Regents, which provides leadership for the six universities, three university centers, and two special schools in the State of South Dakota's public higher education system. Prior to this position, Dr. Warner spent seven years as Commissioner of the Rhode Island Board of Governors for Higher Education, the governing board for the public research university, master's comprehensive college and community college in Rhode Island. Dr. Warner previously spent 32 years in the Massachusetts public higher education system, five of them as Vice Chancellor of the Massachusetts Board of Higher Education, the state coordinating board for 15 community colleges, 9 state colleges and five campuses of the University of Massachusetts, and two as Associate Chancellor at the University of Massachusetts campus in Dartmouth.

Warner spent 17 years as Dean of Student Affairs at Bristol Community College in Fall River, Massachusetts. He is a past president of the National Association of Student Personnel Administrators (NASPA) and a former member of the New England Student Affairs Think Tank. He has taught in the Boston College Graduate School of Education for 13 years.

He holds a Doctor of Education in Educational Administration from Boston College, a Master of Education from Springfield College in Student Affairs Administration in Higher Education, and a Bachelor of Arts in Psychology from the University of Vermont.

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• E-MAIL TAMARA.DARNALL@STATE.SD.US

TAMARA LYNN DARNALL

SKILLS SUMMARY

- Multi-billion dollar budget administration
- Forecasting/Trend Analysis
- Strategic Planning
- Lobbying Experience
- Familiar with South Dakota Codified Laws
- Familiar with federal guidelines for funding

PROFESSIONAL EXPERIENCE

06/02/2008 – present SD Department of Education Pierre, SD

Director of Finance and Management

Serves as the chief fiscal officer for the department, managing a staff of 27 and a \$600 million annual budget. Duties include: developing and presenting the annual budget request to the Governor's budget staff and legislature; managing the calculation and distribution of state aid to education to local school districts, the collection of school district financial information, and the financial resources needed to maintain the public school district's technology infrastructure; directing the management of the department's centralized contract process for over 1,000 contracts entered into annually; directing the purchasing process and payment of all department obligations; directing collection, management, and reporting of educational data including student and staff data for all public and private schools in the state, and the calculation of adequate yearly progress for all schools in the state; directing accounting, financial reporting, and financial management of all state, federal, and private funds received by the department; collaborating with the Bureau of Finance and Management, Governor's office, and legislators to analyze and discuss local school district funding issues; responding to policy or statute interpretation questions from state officials or local school district officials regarding state aid, open enrollment, or school district financing; legislative lobbying, drafting of bills, and testifying to legislative committees regarding legislative proposals related to K-12 education financial issues.

04/30/2001 – 05/30/2008 SD Bureau of Finance and Management Pierre, SD

Chief Budget Analyst/Budget Analyst

Managed the development, analysis, and execution of the overall budget for the State of South Dakota. Work with the Chief Economist on forecasting of revenues and expenditures to ensure that the state has a balanced budget and monitor conditions throughout the year. Also responsible making both fiscal and policy decisions for the development, analysis, and execution of the budgets for the Department of Education. Aid in the development of the State of South Dakota Comprehensive Annual Financial Report.

10/16/1999 – 04/29/2001 South Dakota Department of Education Pierre, SD

Webmaster

Renovated the Department of Education Website to make it more user friendly. In doing this, I was able to teach myself to program in HTML, ColdFusion, and SQL. Also assisted in the start-up of the Digital Dakota Network.

04/18/1998 – 10/15/1999 South Dakota Department of Education Pierre, SD
Grants Manager

Responsible for management of grants through the Elementary and Secondary Education Act, Perkins Act, Library Services and Technology Act, and the Goals 2000 Act. Also worked with schools to obtain reimbursement for the then new e-Rate program and helped in the development of Governor Janklow's Technology in Teaching and Learning Academies.

06/15/1997 – 04/17/1998 South Dakota Department of Education Pierre, SD
Accountant

Responsible for allocation and tracking of grants to public schools through the Elementary and Secondary Education Act and the Perkins Act. Worked with department and school districts to ensure OMB A-87 and OMB A-133 compliance.

12/12/1995 – 02/22/1997 South Dakota Department of Transportation Pierre, SD
Internal Auditor

Performed audits of contracts between the Department of Transportation and public, private, and non-profit entities.

EDUCATION

01/01/2005 – present University of South Dakota Vermillion, MN
working towards Masters of Business Administration

09/01/1991 – 03/19/1993 Mankato State University, Minnesota Mankato, MN
BS in Business Administration

09/01/1987 – 12/01/1999 South Dakota State University Brookings, SD
Undeclared

COMMUNITY ACTIVITIES

Lutheran Memorial Church Board of Trustees
Foster Parent
Girl Scout Troop Co-leader
Jefferson School Parent Teacher Association
Junior Achievement Volunteer
Serve on various committees for special projects as needed
Past Member and Treasurer of the Pierre Volunteer Fire Department
Past Member of the Stewardship Committee for Lutheran Memorial Church
Past President of the Pierre Jaycees

ADVANCED COMPUTER SKILLS

- Microsoft Office Suite
- MSQuery
- Power Play
- GEAC – State Accounting System
- Lawson – State Personnel System
- Structured Query Language (SQL)

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(b)(6) E-MAIL TAMARA.DARNALL@STATE.SD.US

TAMARA LYNN DARNALL

REFERENCES

Nonresponsive

Judy Merriman

Administrator – Data Management, South Dakota Department of Education

700 Governors Drive, Pierre, SD 57501

605-773-4737

judy.merriman@state.sd.us

Education

Bachelor of Science

1985 - 1989

South Dakota State University, Brookings, SD

Professional Experience

Administrator – Data Management

2007 – Present

South Dakota Department of Education

- Manage public school student data through a statewide web-based database
- Manage Adequate Yearly Progress determination process for each public school and school district in South Dakota
- Manage data collection and submission of federal and state reports
- Manage school district personnel data collection process
- Supervise staff of 5

Deputy Director – Division of Medical Services

2006 – 2007

South Dakota Department of Social Services

- Develop, implement, administer and interpret policies and set office procedures as applicable to the SD Medicaid program
- Research and prepare program budget
- Evaluate the impact of legislative, rules and policy changes upon clients and program operations
- Supervise staff of 9

EBT Program Specialist II – Division of Finance & Management 2000 – 2006

South Dakota Department of Social Services

- Develop, implement, administer and interpret policies and procedures applicable to various Electronic Payment systems
- Research and prepare program budget
- Monitor and approve system financial reconciliation and financial settle activities
- Evaluate the impact of legislative, rules and policy changes upon clients and program operations
- Train and advise program staff

Administrative Assistant II – Division of Medical Services

1999 - 2000

South Dakota Department of Social Services

- Managed database of medical providers
- Managed Quality Assurance effort for the Division
- Worked extensively with the Medicaid Managed Care program
- Provided training and technical assistance to medical providers, program staff and Medicaid recipients

Community Service

St. Joseph School – Script Fundraiser Volunteer

2007 - Present

United Way – DSS Coordinator

2005 – 2006

American Heart Walk – DSS Team Captain

2005 – 2006

Deborah A. Lancaster

State of South Dakota

Bureau of Information and Telecommunications

Pierre, SD 57501

Professional Experience:**1998 – Present: State of South Dakota – Bureau of Information and Telecommunications
Agency Integration Specialist – Point of Contact for the Department of Education**

- I serve as the first point of contact (internal consultant) between the Department of Education (DOE) and the Bureau of Information and Telecommunications (BIT). This covers all areas within the BIT organization: database, networks, hardware, software, etc.
- Assist DOE with the transition to new processes and IT technologies.
- Provide assistance in reviewing and acquiring vendor products.
- Provide assistance when needed to DOE in meeting all federal reporting requirements.
- My team provides support to Department of Education by designing, developing and providing end user/software support for these applications. Most of the applications are also used by South Dakota School Districts and/or the general public.
 - State Certification System for teachers, administrators, etc.
 - University Certification Officer's System
 - Personnel Record Form Tracking System
 - Financial Reporting System
 - Extraordinary Cost Fund System
 - Safe Drug Gun Free System
 - Training Tracker System
 - State Performance Plan Indicator 14 System
 - Birth to Three Connections System
 - SD EDWeb System
 - Scientifically Based Research System
 - Statewide Team-Led Alternate Assessment and Reporting System
 - Perkins Accountability System
 - Post Secondary Perkins Accountability System
 - Migrant System
 - Child and Adult Nutrition System
 - School Commodity System
 - Teacher 411 website

**1996-1998: High Plains Publisher
Computer Systems Supervisor**

- Defined and implemented upgrade requirements for the Harris Newspaper Publishing software and hardware utilized for a major agricultural publishing company.
- Performed routine Data Base maintenance and all software upgrades for the Harris System.
- Performed the duties of an assistant administrator for the AS/400 which maintained the Accounting, Circulation, Payroll and Commission software.
- Assisted in designing and developing the Newspaper's Internet home page.

**1984 – 1996: Houston Lighting and Power Company – South Texas Nuclear Plant Project
Applications Technical Lead**

- Team Leader of the Health Physics System for the IMPACT project.
- The IMPACT Project was an eighteen month, multi-million dollar project that involved rewriting all of the business applications which resided on PRIME, IBM computers and LAN based software into an Oracle environment.
- As the team leader, I was responsible for the design and development of the Health Physics application. The team consisted of 10 consultants, a HL&P programmer and myself. My duties

included system design and Oracle*Forms generation using CASE 5.1, providing specifications to team members, data conversion, data base administration, testing of all Forms, Reports, Procedures, Packages, Data Base triggers, interfacing with Software Quality Assurance and Training groups, constant interaction with customers, and providing technical assistance after implementation. The Health Physics application included Symmetric replication onto a RISC 590 platform, forms with calls to Nuclear Regulatory Commission (NRC).

Sr. Programmer Analyst

- Team Leader of the conversion effort of the Health Physics Functional Database to the Indus Passport Health Physics Total Exposure Module. In this role, I was responsible for interfacing with the Health Physics and Metrology Laboratory groups on all software and hardware issues.
- Additional responsibilities included continued application and end user support for the Health Physics System. Enhancements to the system included those required by the Nuclear Regulatory Commission (NRC).

Programmer Analyst

- Designed and programmed the Health Physics System which included an interface to an Alnor PC database. In addition I performed Software Quality Assurance (SQA), developed user documentation and provided site training for the Health Physics System. Provided programming support for the Training Records and Documentation System, Plant Access and Authorization System, Plant Status System and the Personnel System.

1983 – 1984: Kansas Gas & Electric – Wolf Creek Nuclear Project

Programmer

- Performed verification, maintenance, tracking documentation, reports, updates, reloads and releases on the Balance of Plant (BOP) and ERFIS Computer Systems.

Education:

1983 BS – Information Systems, Emporia State University, Emporia KS
1983 BS – Marketing, Emporia State University, Emporia KS

Paul D. Turman

South Dakota Board of Regents
306 East Capital Avenue, Suite 200
Pierre, SD 57501
605-773-3455

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605-221-6617
pault@sdbor.edu

Paul D. Turman (Ph.D. University of Nebraska-Lincoln, 2000) is the Director of Academic Assessment with the South Dakota Board of Regents which is responsible for the governance of South Dakota's six public universities (Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota) and the state's two special schools (the South Dakota School for the Deaf and the South Dakota School for the Visually Handicapped). In his position, Dr. Turman performs a range of assessment, institutional research, and program management responsibilities.

As the chair for the system assessment committee he works closely with campus representatives to facilitate assessment activities related to Board policies. Specifically, the system has a comprehensive proficiency examination requiring students to meet established qualifying scores after they have completed 48 credit hours. Second, Dr. Turman works closely with our Regent Information System to develop a variety of routine and special reports for the Board of Regents, Academic Affairs Council, and state lawmakers (e.g., High School to College Transition, Opportunity Scholarship, Teacher Education Accountability, Major Enrollment, Minimum Progressions, CAAP, Athlete Academic, System Engagement, Accreditation Status, Section Size, Technical Institute Articulation, Faculty Salary Distribution).

Finally, Dr. Turman assumes a number of management responsibilities related to three different initiatives within the state. The Board of Regents has moved forward in the development of a mobile computing environment for the six Regental institutions, and manages the system taskforce and implementation team responsible for developing the foundation for an initial roll-out for this computing initiative (infrastructure, training and development, integration and pedagogy). Second, the South Dakota Legislature implemented an Opportunity Scholarship program in 2004 which provides financial support for South Dakota high school graduates. Recipients can pursue their degrees at one of 16 participating institutions in the state, and Dr. Turman coordinates eligibility decisions, funding and data requests, and exemption requests for all students who have maintained their eligibility in the program. Third, in 2006, U.S. Secretary of Education Margaret Spellings' Commission on the Future of Higher Education published *A Test of Leadership*, which identified five major recommendations related to institutional accountability. A joint partnership was formed in 2007 between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC) to develop a Voluntary System of Accountability (VSA). Through collaborative efforts between these two organizations, the *College Portrait* as a five page reporting template which provides institutional data elements organized into three sections: 1) consumer information, 2) student experiences and perceptions, and 3) student learning outcomes. Dr. Turman manages campus representatives responsible for uploading consumer information, and is working with campus assessment personnel to develop a system model for measuring student learning outcomes consistent with the VSA requirements.

Project Narrative

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

Attachment 1:

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Current Status of State's Longitudinal Data System Elements		
12 Required Data System Elements	Current Status	Relevant Outcome
<u>1. Student Identifiers</u> A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)	Both the K-12 and the Higher Education system have unique identifiers, however at present the two identifiers are not matchable through an automated system.	1) Unique K-21 Student Identifiers 6) South Dakota Quality Initiative
<u>2. Student Data</u> Student-level enrollment, demographic, and program participation information	A transactional data system is in place that allows for collection of enrollment, demographic and program participation data at the K12 level and at the Higher Education level, but the two systems do not allow for transfer of data between them.	3) K-12 Longitudinal Data Warehouse 4) Integration of Postsecondary Data 6) South Dakota Quality Initiative 7) Postsecondary Technical Institution Electronic Management System
<u>3. Exit Data</u> Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	The current transactional data system records the exit, transfer in/out, drop out or completion of an educational program at the K12 level and at the Higher Education level, but the two systems do not allow for transfer of data between them.	3) K-12 Longitudinal Data Warehouse 4) Integration of Postsecondary Data 6) South Dakota Quality Initiative 7) Postsecondary Technical Institution Electronic Management System
<u>4. Higher Educations Communication</u> The capacity to communicate with higher education data systems	There is currently no automated system which allows for communication with Higher Education.	4) Integration of Postsecondary Data 6) South Dakota Quality Initiative 7) Postsecondary Technical Institution Electronic Management System
<u>5. Audit System</u> A State data audit system assessing data quality, validity, and reliability	The current transactional data system allows for basic audit processes, but additional verification processes will need to be implemented to ensure reliable transfer to the Longitudinal Data System. There is not a system to ensure data collection at the school level uniform, reliable or valid.	3) K-12 Longitudinal Data Warehouse 4) Integration of Postsecondary Data 6) South Dakota Quality Initiative
<u>6. Assessments</u> Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	Assessment data are accessible on the current transactional data system, but not in a format that allows for analysis to ensure adequate decision making.	5) Reporting and Analysis System 6) South Dakota Quality Initiative
<u>7. Non-Tested</u> Information on students not tested, by grade and subject	The current transactional system collects these data.	6) South Dakota Quality Initiative
<u>8. Teacher Identifiers</u> A teacher identifier system with the ability to match teachers to students	A teacher identification numbering system is in place, but the data lives in a silo separate from the transactional data system. The Longitudinal Data System will merge the teacher identifier with the student identifiers.	2) Unique Staff Identifier 6) South Dakota Quality Initiative

12 Required Data System Elements	Current Status	Relevant Outcome
<u>9. Transcripts</u> Student-level transcript information, including information on courses completed and grades earned	Transcripts are generated in a static form in the current transactional data base system and are typically outputted as pdf file. The ability to export them in a flat file does exist, but because South Dakota has not implemented a common course numbering system, the data is not usable by the Higher Education system. South Dakota has approved the concept of a common course numbering system has been approved and is in the process of determining what common course numbering system to use. The current statewide student information system has the capability to support the mapping of distinct courses to whichever number system the state decides to implement.	NA
<u>10. SAT/ACT</u> Student-level college readiness test scores	These data are available in a separate file from any current system. The Longitudinal Data System will allow for the upload of this information.	3) K-12 Longitudinal Data Warehouse 6) South Dakota Quality Initiative
<u>11. Higher Education Transition</u> Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Each year the SD BOR provides an individual report to each South Dakota high school regarding the success of their most recent graduates' performance (progression, GPA, remedial placement/enrollment, and credit hour completion) during their first year in the Regental system. Although this reporting mechanism meets the Higher Education Transition goal, this data is only available for those graduates who enter one of the six public 4-year institutions directly after graduation. National level data indicates that 72% of South Dakota high school graduates go on to some form of postsecondary experience, and 45% of those students traditionally enter the Regental system. Currently, data are not available from the other postsecondary institutions in the state, in particular the public Technical Institutes. The creation of a unified data system will allow for the availability of this data across all publicly funded postsecondary institutions.	5) Reporting and Analysis System 6) South Dakota Quality Initiative 7) Postsecondary Technical Institution Electronic Management System

12 Required Data System Elements	Current Status	Relevant Outcome
<p><u>12. Higher Education Success</u></p> <p>Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education</p>	<p>The <i>High School to College Transition</i> report has been a useful tool for tracking student first-year performance, however much of the student P-12 data is not transmitted to public institutions in the state. The SD DOE's student system has a rich set of data that includes student course taking (curriculum completion and performance), testing (NCLB and special accommodations) demographic characteristics (homelessness and income indicators), and enrollment patterns (attendance and transition), which can be useful in determining factors that influence student preparation. In particular, having detailed data on the curriculum patterns for students can be a valuable resource in determining necessary alignment between high school graduation requirements and student success in their postsecondary education. Integration of data system will allow for improved higher education success for students in the state.</p>	<p>5) Reporting and Analysis System 6) South Dakota Quality Initiative 7) Postsecondary Technical Institution Electronic Management System</p>

Current Status of State's Longitudinal Data System Capabilities

7 Required Data System Capabilities	Current Status	Relevant Outcome
<u>1. Preschool through postsecondary education and into the workforce</u> The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).	<p>South Dakota currently has several separate data systems which each collect specific student data. However, there currently is not the ability for these systems to "talk" to each other. This makes the analysis of the data very cumbersome.</p> <p>In addition, there is not currently a standardized system to collect student data from the state's four postsecondary technical institutes.</p>	1) Unique K-21 Student Identifier 3) K-12 Longitudinal Data Warehouse 4) Integration of Postsecondary Data 5) Reporting and Analysis System 6) South Dakota Data Quality Initiative 7) Postsecondary Technical Institute Electronic Management System
<u>2. Exchange of data among agencies and institution</u> The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	<p>South Dakota currently has several separate data systems which each collect specific student data. However, there currently is not the ability for these systems to "talk" to each other. This makes the exchange of the data very cumbersome.</p> <p>In addition, there is not currently a standardized system to collect student data from the state's four postsecondary technical institutes.</p>	1) Unique K-21 Student Identifier 3) K-12 Longitudinal Data Warehouse 4) Integration of Postsecondary Data 5) Reporting and Analysis System 6) South Dakota Data Quality Initiative 7) Postsecondary Technical Institute Electronic Management System
<u>3. Link student data with teachers</u> The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.	<p>South Dakota does not currently have a way to match student and teacher data.</p>	2) Unique Staff Identifier 3) K-12 Longitudinal Data Warehouse
<u>4. Matching of teachers with their certification</u> The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.	<p>This is currently accomplished with the existing teacher certification and personnel records forms systems.</p>	Currently met but item 3) K-12 Longitudinal Data Warehouse will make the process more efficient.
<u>5. Data for continuous improvement and decision-making</u> The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	<p>South Dakota currently has several separate data systems which each collect specific student data. However, there currently is not the ability for these systems to "talk" to each other. This makes the analysis of the data very cumbersome.</p>	5) Reporting and Analysis System

7 Required Data System Capabilities	Current Status	Relevant Outcome
<u>6. Quality and integrity of data</u> The system must ensure the quality and integrity of data contained in the system.	The current data systems contain certain audit functions and other capabilities to verify data meets certain requirements. However, there are still errors in the data that are due to incorrectly entered information at the district level that cannot be caught by automated processes. SD DOE has been making an effort to provide further training to data entry staff at the district level to increase the integrity of the data.	6) South Dakota Data Quality Initiative
<u>7. EDFacts</u> The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the <i>EDFacts</i> data collection and reporting system.	South Dakota just received notification that we have made excellent progress in the submission of EdFacts data. This is largely due to our ability to hire a dedicated staff person for this project through the funding provided by the work order. However, we continue to face challenges in efficiently collecting the required data.	5) Reporting and Analysis System 6) South Dakota Data Quality Initiative

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

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Admin\12012_OFM\120122_Data Collections\2009 LDS\Resumes\Letters of Support.pdf**



STATE OF SOUTH DAKOTA
M. MICHAEL ROUNDS, GOVERNOR

November 23, 2009

Tom Oster
Secretary
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Tom,

I'm writing to express my support for the South Dakota Department of Education's application to the United States Department of Education for a grant to support the creation and implementation of a Statewide Longitudinal Data System. I believe South Dakota's kids are its most valuable resource. They are the future of our state. This system is vital to meeting the educational needs of students in South Dakota.

The data system and partnership formed with the assistance of this grant will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. The system will allow for effective and timely reporting that can assist policy makers, as well as provide the governance structures necessary to support the federal reporting requirements of the South Dakota Department of Education.

A key partner in this endeavor is the South Dakota Board of Regents. Discussions have taken place between the department and regental system regarding the ability to seamlessly transfer transcript data from the K-12 to the higher education system. Through the development of this system, the state will include the capability to analyze the factors that lead to student success. With initiatives such as High School 2025, the South Dakota Opportunity Scholarship, and the implementation of end of course exams and projects for graduating seniors, the state has an increasing need to have immediate access to comprehensive data in order to monitor the effect of these programs, not only at the K-12 level, but also how the students benefit from these initiatives during their higher education career. This will allow the ability to analyze factors associated with student success in the postsecondary education arena and to help assure graduates are truly ready to enter the 21st century workforce.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in the recruiting, developing, rewarding, and retaining effective teachers and administrators. It will assist in the implementation of standards and assessments that prepare students for success in the workplace. Furthermore, the system will provide assistance in making decisions about how to turn-around the lowest performing schools.

I recognize the potential of a Statewide Longitudinal Data System to impact education in South Dakota. I believe this data system is a key component in reaching the goals of the High School 2025 initiative. In addition, this system is fundamental in meeting the data and reporting requirements for No Child Left Behind, the U.S. Department of Education's EdFacts system, and in meeting the requirements of the American Recovery and Reinvestment Act of 2009. I look forward to working with you in the implementation of the South Dakota Statewide Longitudinal Data System.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Michael Rounds', with a stylized, cursive script.

M. Michael Rounds

MMR:ls

October 8, 2009

MEMORANDUM

TO: Tom Oster, Secretary of Education

FROM: Jack Warner, Executive Director and CEO

SUBJECT: South Dakota Educational Data System

Over the past decade the South Dakota Board of Regents has worked closely with the Department of Education to ensure that our high school graduates are prepared for their post-secondary careers. Increasing access to college and demonstrating the academic value of postsecondary institutions to students are both critical issues in Higher Education. Postsecondary institutions have been asked to increase graduation rates and maintain equal opportunity and diversity in student enrollments. Thus, persistence and completion/graduation rates will continue to be closely scrutinized, in attempts to justify the costs and benefits associated with higher education. Analysis of data available in the Regental system has demonstrated that if students arrive with the appropriate college preparatory curriculum, their retention rates increase and the costs of remediation are reduced. To effectively open channels of communication between the public universities in the state, a *High School to College Transition Report* was initially prepared in 1995 by the Board of Regents to provide South Dakota high school administrators with information about their students' first year success in the Regental system. Principals, superintendents, and school board presidents receive an individual school district report each October with an update on their most recent graduating classes remedial placement, academic performance, and retention during the first year of college. This information has proven helpful in aiding school officials to make curriculum changes to ensure post-secondary success for their students.

Governor Rounds developed the P-21 Council in 2005 to further enhance the dialogue between K-12 and post-secondary institutions to ensure that graduates are prepared to enter the 21st century workforce. Members of this council have noted the need for further enhancing the data that school districts receive about their graduates. The ability for South Dakota Post-Secondary institutions to connect student performance prior to their entrance into college provides an opportunity to investigate factors associated with college student achievement, progress, and degree completion. In particular, these outcomes can be evaluated within the context of students' prior achievement and college readiness, as measured by their high school coursework, their performance on admission tests, and/or whether or not they meet college readiness benchmarks. To acquire this type of data, the Board of Regents has had to work with

ACT to develop a report that provides administrators with graduates' four and six year performance in the Regental system using college readiness benchmarks developed by ACT. Although this information is helpful in demonstrating the value of taking a college preparatory curriculum in high school, the benchmarks established by ACT do not align directly with the new graduation requirements set by the Department of Education. A longitudinal data system that aligns high school curriculum with student performance would provide a more sophisticated analysis to document the impact of new curriculum requirements.

Most recently the Board of Regents has developed a *Teacher Education Accountability Report* to document the effectiveness of teacher education programs at the five public institutions in the state. One of the features of this report seeks to identify the number of candidates who graduate and are subsequently employed in one of the school districts within South Dakota. To accomplish this task, Board of Regents and Department of Education staff have worked to crosswalk data between their two systems. This has proven to be a very time consuming endeavor limited by the level of data available in the teacher based system. One particular area of future interest between our two agencies is reflected in the need to establish how candidates facilitate student learning. Specifically, programs are expected to develop candidate knowledge bases for analyzing student learning using a variety of assessment data; summative and formative. *Summative assessments* are useful tools for measuring student growth against internal and external standards and norms. These might include State achievement tests or No Child Left Behind assessments for "adequate yearly progress." One of the most comprehensive examples of the potential usefulness of a longitudinal data system is work being conducted by the Louisiana Board of Regents in collaboration with George Noell (Louisiana State University) to develop the *Value-Added Teacher Preparation Program Assessment Model*. Using a variety of student, teacher, and curriculum databases, a series of pilot studies have attempted to assess the value-added effectiveness of teacher education preparation programs in the state. Teachers, students, and course codes were assigned to specific content areas (i.e., Mathematics, English Language Arts, science, and Social Studies), and students' prior achievement was included in a model that integrated student level demographics, classroom level variables, teacher effect and school effect. Once a model for student achievement is developed, the model can be used to evaluate the impact of specific teacher preparation programs by establishing content area baselines for new (first and second year) and experienced teachers. A longitudinal data system that aligns teacher, student and teacher education program data can aid in identifying factors that produce positive influences on student learning outcomes.

In closing, I have provided just a small number of projects that reflect the collaboration that exists between the South Dakota Board of Regents and the Department of Education. The Regental system recognizes the potential value for a longitudinal data system that would allow a link with our student data system. We look forward to working closely with the Department of Education as we move forward in the development of this project.



SOUTH DAKOTA DEPARTMENT OF LABOR
PAMELA S. ROBERTS, SECRETARY

October 13, 2009

Tom Oster, Secretary
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Secretary Oster:

I support your grant application to the United States Department of Education to create and implement a Statewide Longitudinal Data System.

Services provided under this grant will be important for both the South Dakota Department of Labor (DOL) and South Dakota Department of Education as we strengthen our programs for the future.

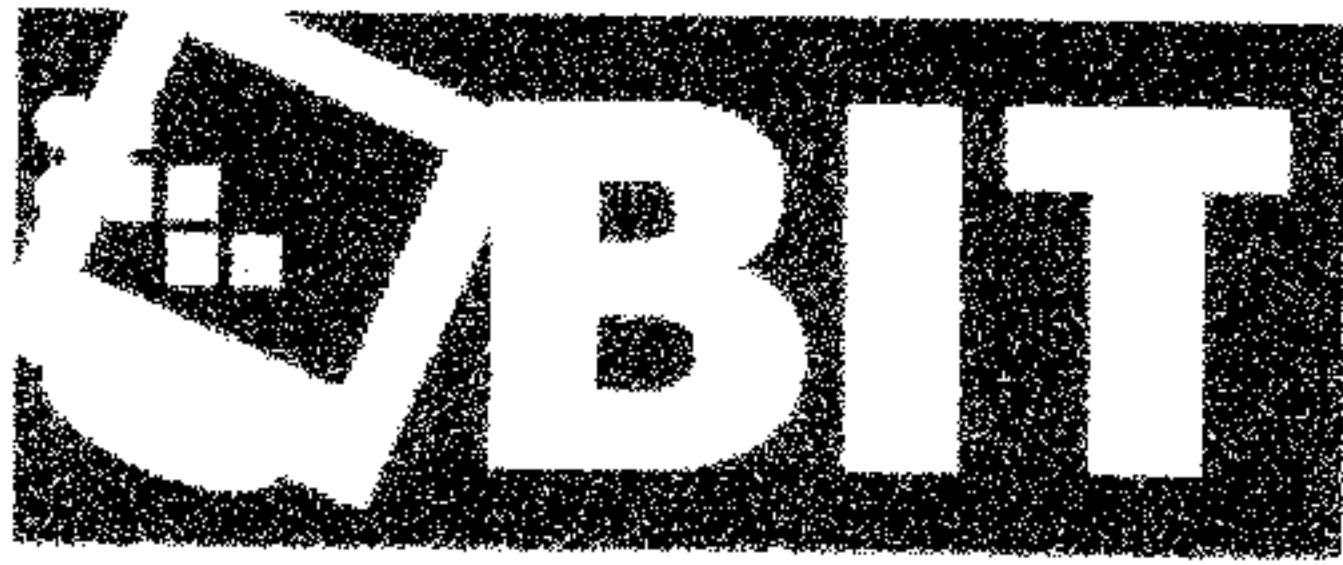
As we work together to prepare students for the workforce, we need to have solid data to make informed decisions on how to improve education and workforce services. This valuable system will help meet the educational needs of South Dakota's students and have a positive impact on DOL programs.

DOL recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with you to develop and implement this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Pam Roberts", with a long horizontal flourish extending to the right.

Pamela S. Roberts
Secretary



State of South Dakota

Bureau of
Information &
Telecommunications

October 1, 2009

Mr. Tom Oster, Secretary
Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Secretary Oster,

I strongly support the South Dakota Department of Education's application to the US Department of Education for a grant that would help make a South Dakota PK-20 longitudinal data system a reality, as well as expand the role of research and data analysis in the state.

The data system and partnerships that will be formed through this effort will provide accurate and accessible data that can support research and analysis, ensure the study of priority education issues, and provide the governance structures and professional development to enable educators and other policy makers to effectively use research and data. I feel this information is essential for helping decision-makers improve student achievement.

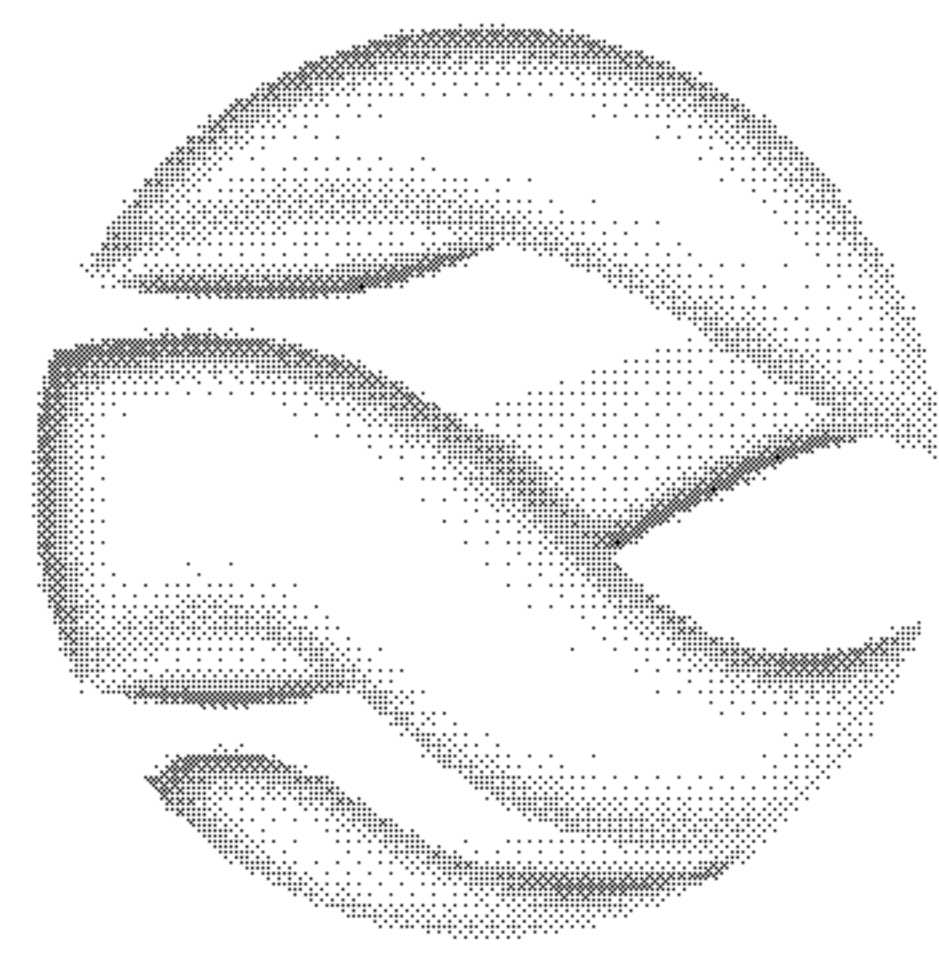
The successes South Dakota has had to date in introducing South Dakota educators to the power of data and research will only be enhanced through the proposed work in this grant.

Sincerely,

A handwritten signature in dark ink, appearing to read "Otto Doll", is written over a light-colored background.

Otto Doll, Commissioner
Bureau of Information and Telecommunications

230 11th Street NE
P. O. Box 730
Watertown, SD 57201



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September 28, 2009

Secretary Tom Oster
Department of Education
700 Governors Drive
Pierre, SD 57501-2291

Dear Secretary Oster,

I was very pleased to hear the state of South Dakota is attempting to obtain funding to create a Statewide Longitudinal Data System. South Dakota takes great pride in its educational system and does an excellent job educating our citizens for the challenges of the future. A system such as this would help us do an even better job of making our system more efficient.


The technical institutes would particularly benefit from the electronic transcript aspect of such a system. Transcripts would arrive at the Admissions Offices more quickly. The high schools would also save time and postage.

Another advantage of such a system would be Inoculation Records. Currently, many of these records are transferred from the high schools on paper. An electronic format which accompanies the transcript would eliminate a very time-consuming paper chase.

The technical institutes would be very interested in seeing where students who took vocational technical courses in high school went to pursue their post-secondary education. This would help the Department of Education also as the effectiveness of these high school courses could be assessed.

I sincerely hope we are able to institute a Statewide Longitudinal Data System in the near future.

Sincerely,



Deb Shephard
LATI President

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

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6. BUDGET NARRATIVE

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Personnel

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Unique Staff ID			None	Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
K-12 Longitudinal Data Warehouse	Year 1	State	\$82,892	<p>Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.</p> <p>The state will continue to pay the salaries of existing staff as they dedicate their time to development of the longitudinal data system. It is expected that the Director of the Office of Finance and Management will spend approximately 30% of her time on the project, that the Administrator of the Data Management program will spend 50% of her time on the project, that the 2 existing Data Analysts will spend 30% of their time on the project, that the EDEN Coordinator and Policy analyst will spend 10% of their time of the project.</p>
	Year 2	State	\$113,473	
	Year 3	State	\$116,877	
	Year 4 and Beyond	State	\$120,000	
	Year 1	Grant	\$74,626	<p>SD DOE will hire two new positions to be dedicated to the longitudinal data system project. The new positions will be a Data Analyst and a Help Desk FTE. Duties for each will include:</p> <p>Data Analysts (1.0 FTE) is responsible for analysis of LEA data submissions, work with LEAs to correct data submission errors, maintain documentation on Metadata, Data Dictionary, and User Manuals. In addition, the new Data Analyst will maintain LDS lookup and dimension tables and develop, enhance, and modify reports and data cubes as required.</p>
	Year 2	Grant	\$76,864	
	Year 3	Grant	\$79,170	
	Year 4 and Beyond	State	\$85,000	

				<p>Help Desk (1.0 FTE) is a new position that will be created within the SD DOE for the longitudinal data system. This position will be responsible for entering and recording trouble tickets, routing trouble tickets, monitoring service level agreements, and gathering information to resolve user problems. This position will also help to provide ongoing training to users.</p>
Integration of Postsecondary Data	Year 1	BOR	\$22,098	<p>Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #4 Integration of Postsecondary Data</p> <p>The BOR will continue to pay the salaries of existing staff as they dedicate their time to development of the programs, procedures, and other responsibilities associated with the longitudinal data system. It is expected that the Student Applications Supervisor will spend approximately 10% of her time on the project, the State Integration Specialist responsible for the BOR’s decision support will spend 20% of her time on the project and the System and Database Analyst will spend 5% of his time on the project.</p>
	Year 2	BOR	\$22,760	
	Year 3	BOR	\$23,443	
	Year 4 and Beyond	BOR	\$24,146	
	Year 1	Grant	\$55,515	<p>The SD BOR will hire one new position to be dedicated to the longitudinal data system project. The new positions will be a position in the technology area. Duties for the position will include:</p> <p>Technology Integration Specialist (1.0 FTE) is responsible for analyzing data requests, determine appropriate data elements and location to satisfy data requests, develop extract programs to pull data from the appropriate system in satisfying data requests, establish processes/procedures for the regular execution of the appropriate computer programs, address problems attributed to the BOR’s extract programs and/or data files submitted by the BOR, coordinate the correction of the source data in the ERP source databases as appropriate, modify the appropriate programs to address changing warehouse or</p>
	Year 2	Grant	\$57,180	
	Year 3	Grant	\$58,896	
	Year 4 and Beyond	BOR	\$60,663	

					data requirements, insure secure methods are used/followed in the transfer or exchange of the BOR data, develop reports from the data warehouse as requested by the BOR, develop and support interfaces in support of the unique ID component of the project, and other duties as assigned in support of the warehouse project.
Reporting and Analysis System			None		Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
South Dakota Data Quality Initiative			None		Due to the interrelated nature of outcomes 1-6, all personnel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Postsecondary Technical Institution Electronic Management System			None		Funds will be sub granted to the 4 postsecondary technical institutes to purchase the hardware and software to implement a uniform data collection system.

Fringe Benefits

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	Due to the interrelated nature of outcomes 1-6, all fringe benefit costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Unique Staff ID			None	Due to the interrelated nature of outcomes 1-6, all fringe benefits costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
K-12 Longitudinal Data Warehouse	Year 1	State	\$20,693	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5773 per FTE.
	Year 2	State	\$28,960	
	Year 3	State	\$29,430	
	Year 4 and Beyond	State	\$30,000	
	Year 1	Grant	\$21,860	
	Year 2	Grant	\$21,168	
	Year 3	Grant	\$22,488	
Integration of Postsecondary Data	Year 4 and Beyond	State	\$25,000	Fringe benefits are calculated annually for each department by the South Dakota Bureau of Finance and Management. For state fiscal year 2009-2010, the SD DOE benefits rate is 13.82%. In addition, health insurance is a flat annual rate per FTE. For state fiscal year 2009-2010, the health insurance rate is \$5773 per FTE.
	Year 1	BOR	\$5,074	
	Year 2	BOR	\$5,166	
	Year 3	BOR	\$5,260	
	Year 4 and Beyond	BOR	\$5,418	
	Year 1	Grant	\$13,445	
	Year 2	Grant	\$13,675	
Reporting and Analysis System	Year 3	Grant	\$13,912	Due to the interrelated nature of outcomes 1-6, all fringe benefits costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
	Year 4 and Beyond	BOR	\$14,329	
			None	
			None	
South Dakota Data Quality Initiative			None	Due to the interrelated nature of outcomes 1-6, all fringe benefits costs are budgeted under Outcome #3 K-12

						Longitudinal Data Warehouse.
Postsecondary Technical Institution Electronic Management System				None		Funds will be sub granted to the 4 postsecondary technical institutes to purchase the hardware and software to implement a uniform data collection system.

Travel

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	Due to the interrelated nature of outcomes 1-6, all travel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Unique Staff ID			None	Due to the interrelated nature of outcomes 1-6, all travel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
K-12 Longitudinal Data Warehouse	Year 1	Grant	\$9,000	SD DOE plans to send 3 staff to the winter and summer NCES data conferences at an estimated cost of \$1,500 per person for each conference (\$1500 X 3 people X 2 conferences)
	Year 2	Grant	\$9,000	SD DOE plans to send 3 staff to the winter and summer NCES data conferences at an estimated cost of \$1,500 per person for each conference (\$1500 X 3 people X 2 conferences)
	Year 3	Grant	\$9,000	SD DOE plans to send 3 staff to the winter and summer NCES data conferences at an estimated cost of \$1,500 per person for each conference (\$1500 X 3 people X 2 conferences)
Integration of Postsecondary Data			None	The SD BOR has 8 staff members who are dedicated to the support and management of the Regental Information System. These staff will work closely with SD DOE on the integration of higher education data into the longitudinal data system. SD BOR will pay for staff travel costs as needed.
Reporting and Analysis System			None	Due to the interrelated nature of outcomes 1-6, all travel costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
South Dakota Quality Initiative	Year 1	Grant	\$8,500	Funding for staff and external consultants to attend national level data quality professional development seminars to learn more about data quality needs.
	Year 2	Grant	\$2,000	Funding to bring together various advisory groups to review the plan and offer input for revisions.
Postsecondary Technical Institution Electronic Management System			None	Funds will be sub granted to the 4 postsecondary technical institutes to purchase the hardware and software to implement a uniform data collection system.

Equipment

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	Due to the interrelated nature of outcomes 1-6, all equipment costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Unique Staff ID			None	Due to the interrelated nature of outcomes 1-6, all equipment costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
K-12 Longitudinal Data Warehouse	Year 1	Grant	\$451,000	Funding will be used to purchase 9 servers at \$20,000 each. These servers will include a data loading web server for JBOSS, 4 data loading application servers, a staging area database server, a longitudinal data system server, and 2 business intelligence servers. In addition, \$200,000 for storage and backups and \$71,000 for network security.
Integration of Postsecondary Data			None	Due to the interrelated nature of outcomes 1-6, all equipment costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
Reporting and Analysis System			None	Due to the interrelated nature of outcomes 1-6, all equipment costs are budgeted under Outcome #3 K-12 Longitudinal Data Warehouse.
South Dakota Quality Initiative			None	
Postsecondary Technical Institution Electronic Management System	Year 1	Grant	\$42,650	Server hardware for the student information system for the 4 postsecondary technical institutes.

Supplies

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	
Unique Staff ID			None	
K-12 Longitudinal Data Warehouse			None	
Integration of Postsecondary Data			None	
Reporting and Analysis System			None	
South Dakota Quality Initiative			None	
Postsecondary Technical Institution Electronic Management System			None	

Contractual

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID	Year 1	Grant	\$675,000	Year 1 includes \$350,000 to hire a consultant to guide the department in the implementation of this project; \$250,000 for the initial software license for a unique student identifier (estimated 150,000 students in PK-20); and \$75,000 for the annual maintenance of support fee for unique student identifier software.
	Year 2	Grant	\$75,000	Annual maintenance and support fee for unique student identifier software.
	Year 3	Grant	\$75,000	Annual maintenance and support fee for unique student identifier software.
	Year 4 and Beyond	State	\$75,000	The SD DOE will pay for annual maintenance and support fee for unique student identifier software after the grant period is over.
Unique Staff ID	Year 1	Grant	\$565,000	Year 1 includes \$350,000 to hire a consultant to guide the department in the implementation of this project; \$170,000 for the initial software license (estimated 20,000 staff in PK-20); and \$45,000 for the annual maintenance of support fee for unique staff identifier software.
	Year 2	Grant	\$45,000	Annual maintenance and support fee for unique staff identifier software
	Year 3	Grant	\$45,000	Annual maintenance and support fee for unique staff identifier software
	Year 4 and Beyond	State	\$45,000	The SD DOE will pay for annual maintenance and support fee for unique staff identifier software after the grant period is over.
K-12 Longitudinal Data Warehouse	Year 1	Grant	\$1,636,800	Year 1 includes \$700,000 to hire a consultant to guide the department in the implementation of this project; \$345,000 for the initial software license (estimated 120,000 students is K-12); and \$95,000 for the annual maintenance of support fee; \$288,000 for server software licenses (\$72,000 each for 4 servers), and \$208,800 for services from the State's Bureau of

				Information and Technology (SD BIT) (4,176 hours at \$50 per hour).
	Year 2	Grant	\$357,650	Funding for the annual support fee for longitudinal data system software (\$95,000), server software (\$288,000), and SD BIT support costs (\$208,800).
	Year 3	Grant	\$357,650	Funding for the annual support fee for longitudinal data system software (\$95,000), server software (\$288,000), and SD BIT support costs (\$208,800).
	Year 4 and Beyond	State	\$367,650	Funding for the annual support fee for longitudinal data system software (\$95,000), server software (\$288,000), and SD BIT support costs (\$208,800).
Integration of Postsecondary Data	Year 2	Grant	\$725,000	Year 2 includes \$500,000 to hire a consultant to guide the department in the implementation of this project; \$175,000 for the initial software license (estimated 30,000 students in postsecondary); and \$50,000 for the annual maintenance of support fee.
	Year 3	Grant	\$50,000	Funding for the annual software maintenance and support fee.
	Year 4 and Beyond	State	\$50,000	The SD DOE will pay for annual software maintenance and support fee for software after the grant period is over.
Reporting and Analysis System	Year 1	Grant	\$635,000	Year 1 includes the following: Training on use of reporting and analysis system to department and LEAs provided by data warehouse consultant (K-12) - \$300,000 Initial Software License fees (Reporting Module) - \$115,000 Initial Software License fees (Cognos K-12) - \$75,000 Initial Software License Fees (Cognos Postsecondary) - \$50,000 Annual Maintenance & Support (Reporting Module) - \$45,000 Annual Maintenance & Support (Cognos K-12) - \$25,000 Annual Maintenance & Support (Cognos Postsecondary) - \$25,000
	Year 2	Grant	\$295,000	Year 2 includes the following: Training on use of reporting and analysis system to department and postsecondary institutions provided by data warehouse consultant (K-12) - \$200,000 Annual Maintenance & Support (Reporting Module) - \$45,000

				Annual Maintenance & Support (Cognos K-12) - \$25,000 Annual Maintenance & Support (Cognos Postsecondary) - \$25,000
	Year 3	Grant	\$95,000	Year 3 includes the following: Annual Maintenance & Support (Reporting Module) - \$45,000 Annual Maintenance & Support (Cognos K-12) - \$25,000 Annual Maintenance & Support (Cognos Postsecondary) - \$25,000
	Year 4 and Beyond	State	\$95,000	The SD DOE will pay for annual software maintenance and support fees for software after the grant period is over.
	Year 2	Grant	\$695,000	\$324,000 - DOE/external consultants/Post-Secondary Representative develop each phase of the South Dakota Data Quality Initiative: The campaign will include professional development for data managers at each school district in the state (public, BIE, BIA, Tribal and Privates), a representative from each post-secondary institution and for six Data Quality Coaches to be located in each of the 6 Educational Service Agencies in the state. Contracted Services with external consultant to manage the campaign @ 20 days \$600 per day = \$12,000 Postsecondary Representative 20 days \$600 per day = \$12,000 Contract with external consultant from project management company to “train the trainers” and help develop documentation - \$300,000 (6 months, 190 person days plus \$54,000 in travel/per diem). DOE representative covered under other designated project days \$6,000 - DOE/external consultant/Post-Secondary Representative complete final plan for Data Quality Initiative. Contracted Services w/external consultant @ 5 days \$600 per day = \$3,000 Post Sec Rep 5 days \$600 per day = \$3,000 DOE rep covered under other designated project days \$360,000 - Identify and engage Data Quality Coaches in each Educational Service Agency. Contracted Services with external consultant @ 5 days \$600 per day = \$3,000 Post Sec Rep 5 days \$600 per day = \$3,000 DOE rep covered under

				other designated project days	\$5,000 – Contract with consultant to launch Data Quality Initiative; publish event dates, locations, marketing brochures, website, etc
	Year 3	Grant	\$424,800		<p>\$24,000 - Data Managers from each district, each Post-Secondary Institution and Data Quality Coaches attend summer Data Quality Events located in each of six Educational Services Agencies (conducted by coaches and external consultants). External Consultants provide leadership for trainings 2 @ 20 days each @ \$600 per day = \$24,000</p> <p>\$10,800 - After initial training Data Quality Coaches meet monthly during year one to increase skills and expertise they can provide to the six educational service agencies. In subsequent years they meet quarterly. External Consultant Provides leadership 18 days @ \$600 per day.</p> <p>\$360,000 - Re-engage Data Quality Coaches in each Educational Service Agency to continue regional support of data quality. Six 100 day contracts @ \$600 per day.</p> <p>\$30,000 - External Consultant to manage and support Data Quality Coaches. 50 days @ \$600 per day.</p>
	Year 1	Grant	\$1,028,675		Jenzabar 450,000
	Year 2	Grant	\$617,205		Power FAIDS 45,675
Postsecondary Technical Institution Electronic Management System	Year 3	Grant	\$411,470		Document Imaging 390,000
					Cash Net 120,000
					Implementation 881,505
					Data Conversion 75,000
	Year 4 and Beyond	Technical Institutes	\$95,170		<p>Vendor Maintenance/Support 95,170</p> <p>\$2,057,350</p>
					The postsecondary technical institutes will pay for annual software maintenance and support fees for software after the grant period is over.

Other

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	
Unique Staff ID			None	
K-12 Longitudinal Data Warehouse			None	
Integration of Postsecondary Data			None	
Reporting and Analysis System			None	
South Dakota Quality Initiative			None	
Postsecondary Technical Institution Electronic Management System			None	

Stipends

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID			None	
Unique Staff ID			None	
K-12 Longitudinal Data Warehouse			None	
Integration of Postsecondary Data			None	
Reporting and Analysis System			None	
South Dakota Quality Initiative	Year 2	Grant	\$200,000	Pay stipends to Data Managers from each district, each Post-Secondary Institution and Data Quality Coaches attend summer Data Quality Events located in each of six Educational Services Agencies (200 data managers X \$1000 stipend).
Postsecondary Technical Institution Electronic Management System			None	

Indirect Costs

Outcome	Funding Year	Funding Source	Amount	Justification
Unique K-21 Student ID	Year 1	Grant	\$58,050	Indirect costs are calculated at 8.6% of total grant costs, excluding stipends.
	Year 2	Grant	\$6,450	
	Year 3	Grant	\$6,450	
Unique Staff ID	Year 1	Grant	\$48,590	
	Year 2	Grant	\$3,870	
	Year 3	Grant	\$3,870	
K-12 Longitudinal Data Warehouse	Year 1	Grant	\$188,623	
	Year 2	Grant	\$40,049	
	Year 3	Grant	\$40,274	
Integration of Postsecondary Data	Year 2	Grant	\$62,350	
	Year 3	Grant	\$4,300	
Reporting and Analysis System	Year 1	Grant	\$54,610	
	Year 2	Grant	\$25,370	
	Year 3	Grant	\$8,170	
South Dakota Quality Initiative	Year 1	Grant	\$34,873	
	Year 2	Grant	\$59,753	
Postsecondary Technical Institution Electronic Management System	Year 1	Grant	\$92,134	
	Year 2	Grant	\$53,080	
	Year 3	Grant	\$35,386	

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **Budget Worksheet_FINAL.xls** Pages: **12** Uploaded File: **Budget Worksheet_FINAL.xls**

SD-EDS Budget - Summary

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota 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**

Enter Indirect Cost Rate

8.60%

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	130,141.00	134,044.00	138,066.00	-	-	402,251.00
2. Fringe Benefits	35,305.00	35,843.00	36,400.00	-	-	107,548.00
3. Travel	17,500.00	11,000.00	9,000.00	-	-	37,500.00
4. Equipment	493,650.00	-	-	-	-	493,650.00
5. Supplies	-	-	-	-	-	-
6. Contractual	4,540,475.00	2,809,855.00	1,458,920.00	-	-	8,809,250.00
7. Construction	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	5,217,071.00	2,990,742.00	1,642,386.00	-	-	9,850,199.00
10. Indirect Costs *	448,668.00	257,204.00	141,245.00	-	-	847,117.00
11. Training Stipends	\$	\$	\$	\$	\$	-
12. Total Costs (lines 9-11)	5,665,739.00	3,247,946.00	1,783,631.00	-	-	10,697,316.00

SD-EDS Budget - Unique Student ID

U.S. Department Of Education Budget Information Non-Construction Programs
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SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Enter Indirect Cost Rate							8.60%
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	-	-	-	-	-	-	Year 1 includes \$350,000 to hire a consultant to guide the department in the implementation of this project; \$250,000 for the initial software license; and \$75,000 for the annual maintenance of support fee. Years 2 and 3 include funding for the annual support fee. The SD DOE will pay for annual maintenance costs after the grant period is over.
2. Fringe Benefits	-	-	-	-	-	-	
3. Travel	-	-	-	-	-	-	
4. Equipment	-	-	-	-	-	-	
5. Supplies	-	-	-	-	-	-	
6. Contractual	675,000.00	75,000.00	75,000.00	-	-	825,000.00	
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	675,000.00	75,000.00	75,000.00	-	-	825,000.00	
10. Indirect Costs *	58,050.00	6,450.00	6,450.00	-	-	70,950.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	733,050.00	81,450.00	81,450.00	-	-	895,950.00	

SD-EDS Budget - Unique Staff ID

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota Department of Education
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SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Enter Indirect Cost Rate		8.60%					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	-	-	-	-	-	-	Year 1 includes \$350,000 to hire a consultant to guide the department in the implementation of this project; \$170,000 for the initial software license; and \$45,000 for the annual maintenance of support fee. Years 2 and 3 include funding for the annual support fee. The SD DOE will pay for annual maintenance costs after the grant period is over.
2. Fringe Benefits	-	-	-	-	-	-	
3. Travel	-	-	-	-	-	-	
4. Equipment	-	-	-	-	-	-	
5. Supplies	-	-	-	-	-	-	
6. Contractual	565,000.00	45,000.00	45,000.00	-	-	655,000.00	
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	565,000.00	45,000.00	45,000.00	-	-	655,000.00	
10. Indirect Costs *	48,590.00	3,870.00	3,870.00	-	-	56,330.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	613,590.00	48,870.00	48,870.00	-	-	711,330.00	

SD-EDS Budget - K-12 Data Warehouse

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota Department of Education
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SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Enter Indirect Cost Rate

8.60%

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	74,626.00	76,864.00	79,170.00	-	-	230,660.00	See "Staffing" tab of this workbook
2. Fringe Benefits	21,860.00	22,168.00	22,488.00	-	-	66,516.00	Assumes a benefits rate of 13.82% plus health insurance.
3. Travel	9,000.00	9,000.00	9,000.00	-	-	27,000.00	Funding for 3 staff to attend NCES data conferences 2 times per year
4. Equipment	451,000.00	-	-	-	-	451,000.00	See "Equipment" tab.
5. Supplies	-	-	-	-	-	-	
6. Contractual	1,636,800.00	357,650.00	357,650.00	-	-	2,352,100.00	Year 1 includes \$700,000 to hire a consultant to guide the department in the implementation of this project; \$345,000 for the initial software license; and \$95,000 for the annual maintenance of support fee; \$288,000 for server software licenses, and \$208,800 for services from the State's Bureau of Information and Technology (SD BIT). Years 2 and 3 include funding for the annual support fee for longitudinal data system software and server software and SD BIT support costs. The SD DOE will pay for annual maintenance costs and SD BIT support costs after the grant period is over.
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	2,193,286.00	465,682.00	468,308.00	-	-	3,127,276.00	
10. Indirect Costs *	188,623.00	40,049.00	40,274.00	-	-	268,946.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	2,381,909.00	505,731.00	508,582.00	-	-	3,396,222.00	

\$700,000/year from Deloitte. \$100,000/year to BIT (2000 hrs X \$50/hr)

SD-EDS Budget - Integration of postsecondary data

U.S. Department Of Education Budget Information Non-Construction Programs
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**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Enter Indirect Cost Rate

8.60%

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	55,515.00	57,180.00	58,896.00	-	-	171,591.00	
2. Fringe Benefits	13,445.00	13,675.00	13,912.00	-	-	41,032.00	
3. Travel	-	-	-	-	-	-	
4. Equipment	-	-	-	-	-	-	
5. Supplies	-	-	-	-	-	-	
6. Contractual	-	725,000.00	50,000.00	-	-	775,000.00	Year 2 includes \$500,000 to hire a consultant to guide the department in the implementation of this project; \$175,000 for the initial software license; and \$50,000 for the annual maintenance of support fee. Year 3 include funding for the annual support fee. The SD DOE will pay for annual maintenance costs after the grant period is over.
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	68,960.00	795,855.00	122,808.00	-	-	987,623.00	
10. Indirect Costs *	5,931.00	68,444.00	10,561.00	-	-	84,936.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	74,891.00	864,299.00	133,369.00	-	-	#######	

SD-EDS Budget - Reporting and Analysis System

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota Department of Education
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SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Enter Indirect Cost Rate

8.60%

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	-	-	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-	-	-
3. Travel	-	-	-	-	-	-	-
4. Equipment	-	-	-	-	-	-	-
5. Supplies	-	-	-	-	-	-	-
6. Contractual	635,000.00	295,000.00	95,000.00	-	-	1,025,000.00	Year 1 includes the following: Training provided by data warehouse consultant (K-12 reporting) - \$300,000 Initial Software License fees (Reporting Module) - \$115,000 Initial Software License fees (Cognos K12) - \$75,000 Initial Software License Fees (Cognos PS) - \$50,000 Annual Maint & Support (Reporting Module) - \$45,000 Annual Maint & Support (Cognos K12) - \$25,000 Annual Maint & Support (Cognos PS) - \$25,000 Years 2 and 3 include funding for the annual support fees. Year 2 also includes \$200,000 for training provided by the consultant for postsecondary reporting. The SD DOE will pay for annual maintenance costs after the grant period is over.
7. Construction	-	-	-	-	-	-	-
8. Other	-	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	635,000.00	295,000.00	95,000.00	-	-	1,025,000.00	
10. Indirect Costs *	54,610.00	25,370.00	8,170.00	-	-	88,150.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	689,610.00	320,370.00	103,170.00	-	-	1,113,150.00	

SD-EDS Budget - Data Quality Initiative

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota Department of Education
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**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Enter Indirect Cost Rate

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	-	-	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-	-	-
3. Travel	8,500.00	2,000.00	-	-	-	10,500.00	
4. Equipment	-	-	-	-	-	-	-
5. Supplies	-	-	-	-	-	-	-
6. Contractual	-	695,000.00	424,800.00	-	-	1,119,800.00	
7. Construction	-	-	-	-	-	-	-
8. Other	-	-	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	8,500.00	697,000.00	424,800.00	-	-	1,130,300.00	
10. Indirect Costs *	731.00	59,942.00	36,533.00	-	-	97,206.00	
11. Training Stipends	\$	200,000.00	\$	\$		200,000.00	
12. Total Costs (lines 9-11)	9,231.00	956,942.00	461,333.00	-	-	1,427,506.00	

SD-EDS Budget - Technical Institute EMS

U.S. Department Of Education Budget Information Non-Construction Programs
Name of Institution/Organization: South Dakota Department of Education
Applicants requesting funding for only one year should complete the column under "Project Year 1."
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SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Enter Indirect Cost Rate

8.60%

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	-	-	-	-	-	-	
2. Fringe Benefits	-	-	-	-	-	-	
3. Travel	-	-	-	-	-	-	
4. Equipment	42,650.00	-	-	-	-	42,650.00	See "EMS" tab
5. Supplies	-	-	-	-	-	-	See "EMS" tab
6. Contractual	1,028,675.00	617,205.00	411,470.00	-	-	2,057,350.00	See "EMS" tab
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	1,071,325.00	617,205.00	411,470.00	-	-	2,100,000.00	
10. Indirect Costs *	92,134.00	53,080.00	35,386.00	-	-	180,600.00	
11. Training Stipends	\$	\$	\$	\$	\$	-	
12. Total Costs (lines 9-11)	1,163,459.00	670,285.00	446,856.00	-	-	2,280,600.00	

Funding Source - Grant

Funding Source - StateFunding Source - Grant

BOR

Funding Source - BOR

Funding Source - BOR															
Name	Year 1					Year 2					Year 3				
	% Time	Current Salary	Current Benefits	Prorated Salary	Prorated Benefits	% Time	Current Salary	Current Benefits	Prorated Salary	Prorated Benefits	% Time	Current Salary	Current Benefits	Prorated Salary	Prorated Benefits
Student Application Supervisor	10%	67,337.00	15,078.97	6,734.00	1,508.00	10%	69,357.11	15,358.15	6,936.00	1,536.00	10%	71,437.82	15,645.71	7,144.00	1,565.00
System & Database Analyst	5%	76,491.00	16,344.06	3,825.00	817.00	5%	78,785.73	16,661.19	3,939.00	833.00	5%	81,149.30	16,987.83	4,057.00	849.00
State Integration Specialist	20%	57,696.00	13,746.59	11,539.00	2,749.00	20%	59,426.88	13,985.79	11,885.00	2,797.00	20%	61,209.69	14,232.18	12,242.00	2,846.00
				22,098.00	5,074.00				22,760.00	5,166.00				23,443.00	5,260.00

Hardware and Software Cost Estimates for Longitudinal Data Systems Grant Application

Server Name	Server Purpose	Hardware Costs	Software	Software Cost	Total	Annual Maintenance Costs
Data Loading Web Server	Web Server for Application for loading LDS	\$20,000.00	MS Windows Server, JBOSS	\$0.00	\$20,000.00	\$0.00
Data loading Application Server 1	Application Server for Application for Loading LDS	\$20,000.00	MS Windows Server, data warehouse Data Mgr	\$0.00	\$20,000.00	\$0.00
Data loading Application Server 2	Second Application Server for Application for Loading LDS for performance and failover	\$20,000.00	MS Windows Server, data warehouse Data Mgr	\$0.00	\$20,000.00	\$0.00
Data loading Application Server 3	Third Application Server for Application for Loading LDS for performance and failover	\$20,000.00	MS Windows Server, data warehouse Data Mgr	\$0.00	\$20,000.00	\$0.00
Data loading Application Server 4	Fourth Application Server for Application for Loading LDS for performance and failover	\$20,000.00	MS Windows Server, data warehouse Data Mgr	\$0.00	\$20,000.00	\$0.00
Database Server 1	Application for Loading LDS for staging Area Database for LDS	\$20,000.00	MS Windows Server, Database System	\$72,000.00	\$92,000.00	\$10,800.00
Database Server 2	Production / Reporting Database for LDS	\$20,000.00	Database System	\$72,000.00	\$92,000.00	\$10,800.00
BI Server 1	Server for Business Intelligence Software	\$20,000.00	MS Windows Server, OLAP, etc.	\$72,000.00	\$92,000.00	\$10,800.00
BI Server 2	Secondary Server for Business Intelligence Software	\$20,000.00	MS Windows Server, OLAP, etc.	\$72,000.00	\$92,000.00	\$10,800.00
Storage / Backups	Enterprise Disk, high-availability, tape capacity	\$200,000.00	Tivoli Storage Mgr	\$0.00	\$200,000.00	\$0.00
Network infrastructure	Network equipment, firewalls, security	\$71,000.00	Mgmt software (incl.)	\$0.00	\$71,000.00	\$10,650.00
Total		\$451,000.00		\$288,000.00	\$739,000.00	\$53,850.00

EMS Costs

Category		Costs
<u>Equipment</u>		
	Server Hardware	42,650
Subtotal		42,650
<u>Contractual</u>		
	Jenzabar	450,000
	Power FAIDS	45,675
	Document Imaging	390,000
	Cash Net	120,000
	Implementation (see below)	881,505
	Data Conversion	75,000
	Vendor Maintenance/Support	95,170
Subtotal		2,057,350
Total		2,100,000

Jenzabar EX, an enterprise resource planning system offered on the Microsoft® SQL Server® platform, allows administrative and academic staff to access, update, store, and report on crucial data through a common database.

CASHNet® is an integrated payment processing solution that enables colleges and universities to reduce workload and expenses, improve customer service, and securely process “any payment, anytime, anywhere” all from one platform. CASHNet’s MyPaymentPlan, eMarket, eBill, Cashiering, eRefund, and ePayment seamlessly integrate with Jenzabar’s full ERP and JICS systems and give Jenzabar clients the option to incorporate full-function payment solutions within their business office. CASHNet’s real-time integration provides students and parents self-service access to up-to-the-minute account information. CASHNet’s Web-based applications are easy to deploy and eliminate the need for costly hardware and software investments. The CASHNet SmartPay banking option offers institutions a strategy for controlling the cost of credit and debit card acceptance.

PowerFAIDS is a powerful, flexible, and easy-to-use Windows-based program, developed by the College Board. It is designed to automate the entire financial aid process, from performing need-analysis calculations to transmitting loan applications to automatically running reports. More than 500 postsecondary institutions use PowerFAIDS in their financial aid departments.

South Dakota Technical School Consortium

Module	Standard training days	Standard training days pricing
Common module	6	\$ 7,920.00
Admissions	24	\$ 31,680.00
Advising	12	\$ 15,840.00
Registration	24	\$ 31,680.00
Student Life	12	\$ 15,840.00
Financial Aid Manager	15	\$ 19,800.00
General ledger	9	\$ 11,880.00
Accounts Recievable	15	\$ 19,800.00
Accounts Payable	9	\$ 11,880.00
Purchasing	3	\$ 3,960.00
Fixed Assets	6	\$ 7,920.00
Alumni Development	39	\$ 51,480.00
JICS	fixed	\$ 26,400.00
LMS	fixed	\$ 17,520.00
CRM Student	fixed	\$ 17,520.00
CRM Faculty	fixed	\$ 13,560.00
CRM Admissions Officer	fixed	\$ 17,520.00
CRM Candidate	fixed	\$ 13,560.00
On-site Project Mgmt Consulting	9	\$ 12,600.00
SQL/Sys Admin Training	fixed	\$ 6,375.00
Infomaker	fixed	\$ 39,000.00
PowerFAIDS	12	\$ 15,840.00
Test DB creation	1	\$ 3,960.00
Authorized.net install	fixed	\$ 7,500.00
PF and Server install	fixed	\$ 18,000.00
Config Planning/support	fixed	\$ 15,000.00
Project Mgmt remote support	fixed	\$ 138,600.00
Implemenation Mgmt Class	fixed	\$ 6,750.00
Process Validation	3	\$ 11,880.00
Go-live consulting	5	\$ 19,800.00
Post go-live consulting	3	\$ 11,880.00
Data Mapping	fixed	\$ 43,560.00
Advanced Infomaker	fixed	\$ 10,200.00
Report Writing assistance	5	\$ 19,800.00
Document Imaging	fixed	\$ 165,000.00
TOTAL	212	\$ 881,505.00

SD-EDS Budget - State Commitment

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)	Notes
1. Personnel	104,990.00	136,233.00	140,320.00	287,000.00	287,000.00	955,543.00	
2. Fringe Benefits	25,767.00	34,126.00	34,690.00	77,000.00	77,000.00	248,583.00	
3. Travel	-	-	-	-	-	-	
4. Equipment	-	-	-	-	-	-	
5. Supplies	-	-	-	-	-	-	
6. Contractual	-	-	-	632,650.00	632,650.00	1,265,300.00	
7. Construction	-	-	-	-	-	-	
8. Other	-	-	-	-	-	-	
9. Total Direct Costs (lines 1-8)	130,757.00	170,359.00	175,010.00	996,650.00	996,650.00	2,469,426.00	
10. Indirect Costs *	-	-	-	-	-	-	
11. Training Stipends	\$	-	\$	\$	\$	-	
12. Total Costs (lines 9-11)	130,757.00	170,359.00	175,010.00	996,650.00	996,650.00	2,469,426.00	

State Commitment for Grant Period: 476,126.00