

# **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 # R384A100030**

Closing Date: NOV 19, 2009

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. Dept of Education Supplemental Information for SF-424	e11
Alaska's ANSWERS Explanation Narrative	e13

## **Narratives**

1. Project Narrative - (Project Narrative - Project Abstract...)	e14
Project Abstract - Alaska's ANSWERS	e15
2. Project Narrative - (Project Narrative - Project Narrative...)	e16
Project Narrative-Alaska's ANSWERS	e17
3. Project Narrative - (Project Narrative - Appendix A, Optional Attach.....)	e47
Appendix A-Alaska's ANSWERS	e48
4. Project Narrative - (Project Narrative - Appendix B Resumes of Key P.....)	e63
Appendix B - Alaska's Answers	e64
5. Project Narrative - (Project Narrative - Appendix C Current Status o.....)	e94
Appendix C - Alaska's ANSWERS	e95
6. Project Narrative - (Project Narrative - Appendix D Letters of Support...)	e99
Appendix D_Alaska's ANSWERS	e100
7. Budget Narrative - (Budget Narrative - Budget Justification...)	e181
Budget Narrative-Budget Justification_Alaska's ANSWERS	e182
8. Budget Narrative - (Budget Narrative - ED 524 Section C Spreadsheet...)	e203
ED 524 Section C - Alaska's ANSWERS	e204

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**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:
12/3/2009	

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: AK Dept. of Ed. & Early Development

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
926001185	809386824

**d. Address:**

* Street1:	P.O. Box 110500
Street2:	
* City:	Juneau
County:	
State:	AK
Province:	
* Country:	USA
* Zip / Postal Code:	99811

**e. Organizational Unit:**

Department Name:	Division Name:
AK Dept. of Education and Early Development	Teaching and Learning Support

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

Prefix:	Ms.	* First Name:	Stephanie
Middle Name:			

\* Last Name: Butler

Suffix:

Title: Director of Program Operations

Organizational Affiliation:

Alaska Commission on Postsecondary Education, Dept. of Education & Early Development

\* Telephone Number: (907)465-6743 Fax Number: (907)465-3293

\* Email: STEPHANIE.BUTLER@ALASKA.GOV

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

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

**13. Competition Identification Number:**

Title:

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

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

Alaska P-Career Statewide Longitudinal 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: AK-ALL

\* b. Program/Project: AK-ALL

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 12841109
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 12841109

**\* 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: Mr. \* First Name: Larry

Middle Name:

\* Last Name: LeDoux

Suffix:

Title: Alaska Commissioner of the Department of Education and Early Development

\* Telephone Number: (907)465-2800 Fax Number: (907)465-4156

\* Email: LARRY.LEDOUX@ALASKA.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
AK Dept. of Ed. & Early Development

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	\$ 760,967	\$ 766,877	\$ 781,374	\$ 0	\$ 0	\$ 2,309,218
2. Fringe Benefits	\$ 259,766	\$ 261,889	\$ 263,991	\$ 0	\$ 0	\$ 785,646
3. Travel	\$ 130,500	\$ 139,000	\$ 231,900	\$ 0	\$ 0	\$ 501,400
4. Equipment	\$ 50,000	\$ 500,000	\$ 0	\$ 0	\$ 0	\$ 550,000
5. Supplies	\$ 30,000	\$ 30,000	\$ 30,000	\$ 0	\$ 0	\$ 90,000
6. Contractual	\$ 5,418,687	\$ 2,817,354	\$ 368,804	\$ 0	\$ 0	\$ 8,604,845
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 6,649,920	\$ 4,515,120	\$ 1,676,069	\$ 0	\$ 0	\$ 12,841,109
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 6,649,920	\$ 4,515,120	\$ 1,676,069	\$ 0	\$ 0	\$ 12,841,109

**\*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: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

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

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
AK Dept. of Ed. & Early Development

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Larry LeDoux

**Title:** Commissioner

**Date Submitted:** 12/02/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: AK Dept. of Ed. and Early Development Address: P.O. Box 110500 City: Juneau State: AK Zip Code + 4: 99811-0500  Congressional District, if known: 01	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> Dept. of Ed., Inst. of Ed. Sciences	<b>7. Federal Program Name/Description:</b> SLDS Recovery Act Grants  CFDA Number, if applicable: 84.384A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: N/A Title: N/A Applicant: AK Dept. of Ed. & Early Development Date: 12/03/2009	
<b>Federal Use Only:</b>		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**

AK Dept. of Ed. & Early Development

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr.      First Name: Larry      Middle Name:

Last Name: LeDoux      Suffix:

Title: Commissioner

Signature: \_\_\_\_\_

Date:

12/02/2009

ED 80-0013

03/04

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

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
Ms.          Stephanie                      J                              Butler

Address:

\* Street1:              P.O. Box 110505  
Street2:  
\* City:                      Juneau  
County:  
\* State:                      AK \* Zip / Postal Code: 99811 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                              code)  
(907)465-6743                      (907)465-3293

Email Address:

STEPHANIE.BUTLER@ALASKA.GOV

**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) #: #1(b) and #4

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Alaska's ANSWERS Explanation Narrative  
File : G:\workgroups\SLDS Project\Final Versions\ED Supplemental Information SF-424



**DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF-424  
SLDS Recovery Act Grants Application – Alaska’s ANSWERS**

The proposed research is exempt under (1)(b) based on its being specifically designed to improve instruction by comparing data, such as graduation rates among different student populations, at an individual level for teacher use as well as in aggregate. The research further qualifies for exemption under (4) based on its using only existing data which will have all PII stripped, and will also be subject to other controls such as small cell suppression, to ensure subjects cannot be individually identified, directly or indirectly.

# Project Narrative

## Project Narrative - Project Abstract

### Attachment 1:

Title: **Project Abstract - Alaska's ANSWERS** Pages: **1** Uploaded File: **G:\workgroups\SLDS Project\Final Versions\Project Abstract\_Alaska's ANSWERS.pdf**

**Project Abstract: Alaska's ANSWERS (Accountability and Navigation: Student to Wage Earner Roadmap for Success)**

Consistently ranking near the bottom in educational performance measures when compared to the other 49 states, Alaska has a compelling need to stem the losses from its educational pipeline. Without a change, Alaska's citizens of tomorrow are foregoing the collective and individual benefits of postsecondary education and workforce preparedness. The first step, which Alaska has already taken, was to ask "Why isn't Alaska doing better?" Having asked that question, the next step - one that Alaska proposes to take with this grant application - is answering that question, both at the individual student level, and at the program level.

Independent of, but also in preparation for this grant application, Alaska invested in a data summit during the summer of 2009, followed by a comprehensive evaluation of the data availability and capabilities that existed in the state. Based on the findings of that evaluation, Alaska gained valuable insight into its current data situation and is poised to take the next step, pursuing funds to effectively and efficiently address education data system needs. The prior Alaska SLDS grant laid the groundwork for continued and expanded development of the state's SLDS. A major component that Alaska will leverage is its capability to collaborate with state and local agencies and entities to develop cost-efficient, sustainable systems to address policy and program needs.

Alaska proposes a five-project application to increase the capabilities of its P-12 education data system and expand linkages from the P-12 education data system to postsecondary data, workforce, and other outcomes data. This will enable the state to track student progression, completions, and outcomes through Alaska's education system, establishing a true P-20 education data system, and beyond. The five projects are:

- 1) P-12, Postsecondary, and Department of Labor Data Matching
- 2) Expansion of P-12 Program Outcomes Data Collected
- 3) SLDS Data Audit System
- 4) Data Mart/Data Reporting and Analysis System
- 5) Student Transcript/Teacher Information Inclusion

The components needed to implement these five projects address each of the seven capabilities and twelve elements that compose the SLDS system requirements. The overarching direction for the five projects is a set of critical policy questions that were identified via statewide stakeholder collaboration. The efforts of this grant will provide answers to those critical policy questions and thus enable the state to improve the condition of education in Alaska, transforming those who successfully complete an educational program to be productive contributors to the economy of Alaska.

# Project Narrative

## Project Narrative - Project Narrative

### Attachment 1:

Title: **Project Narrative-Alaska's ANSWERS** Pages: **30** Uploaded File: **G:\workgroups\SLDS Project\Final Versions\Project Narrative\_Alaska's ANSWERS.pdf**

## Project Narrative: Alaska's ANSWERS

### (A) NEED FOR THE PROJECT

As the globalized knowledge economy has driven demand for a well-educated workforce, and as the United States has slipped relative to other nations in the share of its population with postsecondary education or training, the need for improving educational outcomes and reducing educational attainment gaps has become increasingly apparent. At the same time, there has been a growing recognition of how the existing data systems in many states, including Alaska, are limited in terms of providing the quality data needed to adequately inform policymakers. Research conducted by the National Center for Higher Education Management Systems (NCHEMS), based on NCES data, reveals that the state of Alaska, in comparison with the other 49 states, consistently ranks near the bottom in educational performance measures, including:

- 9<sup>th</sup> graders graduating from high school 42<sup>nd</sup>
- High school seniors going directly to college 46<sup>th</sup>
- College freshman returning for a second year 50<sup>th</sup>
- 9<sup>th</sup> graders receiving a baccalaureate degree within 10 years 50<sup>th</sup>

Alaska must better prepare students to be successful in the workforce of the 21<sup>st</sup> century. To do so, creating the ability to track student progression from the P-12 environment, through postsecondary into the workforce is a vital capability that must be developed in order to provide the means to effectively measure student performance and the effectiveness of various programs and interventions. Independent of, but also in anticipation of and preparation for the American Recovery and Reinvestment Act (ARRA) Statewide, Longitudinal Data System (SLDS) grant opportunity, Alaska hosted a June 2009 data summit of key stakeholders with assistance from the Western Interstate Commission for Higher Education (WICHE) and its partner, NCHEMS, to begin gathering information and developing consensus on the need to develop a statewide longitudinal data system spanning three sectors: pre-kindergarten through twelfth (P-12) grade, postsecondary education, and labor/employment. At that time, the group adopted the goal for Alaska to build capacity to respond to key public policy questions relating to the efficacy of its education and workforce training systems in preparing citizens to be successful in our economy and society. Those key questions that Alaska must become able to answer address graduation and dropout issues (who, and more important for prevention of dropouts, why), postsecondary preparedness (student's need for remediation), measurement of the efficacy of intervention programs, and retention of completers in the state to contribute to the state's economy.

Alaska concluded, as the next step, it would be essential to obtain external expertise to examine Alaska's position regarding readiness for development of a larger P-20 SLDS project. Alaska further engaged the expertise of WICHE and NCHEMS to conduct a landscape review of existing data systems, to include the data elements maintained, how they are being used, and the degree to which information held by individual state agencies is shared among them. The results of the review confirmed Alaska's preparedness to move forward in expanding the SLDS

to support transparency, accountability, and educational improvement (see the WICHE/NCHEMS report in Appendix D).

Alaska has a strong history of collaboration through existing relationships with Native organizations and community organizations. CASHE (Coalition of Alaskans Supporting Higher Education), developed by the Alaska Commission on Postsecondary Education (ACPE), the University of Alaska (UA), and Native organizations, has demonstrated success in coalition-building by attracting a Lumina grant to bring College Goal Sunday to Alaska. Another example is the Alaska Career Information System (AKCIS), an interactive Web-based career planning tool made available to Alaska school districts at no charge through the collaboration of ACPE, the Alaska Department of Labor and Workforce Development (DOLWD) and the Alaska Department of Education and Early Development (EED) to share responsibility for development, deployment and maintenance of this statewide career planning resource.

Specific to the WICHE/NCHEMS' data landscape review, several state and non-state agencies and units were contacted as collaborators in identifying the needs of an Alaska SLDS. These entities include:

1. ANCSA Education Consortium – Alaska's Native education foundation
2. Alaska Commission on Postsecondary Education
3. Anchorage School District – Alaska's largest school district, representing ~40% of total state enrollment
4. Department of Corrections
5. Department of Education and Early Development (EED) – Alaska's state education agency
6. Department of Health and Social Services
7. Department of Labor and Workforce Development
8. Department of Revenue, Permanent Fund Dividend Division (PFD)
9. Institute for Social and Economic Research – Alaska's public policy research organization
10. University of Alaska, Planning and Institutional Research

#### Status of Existing Longitudinal Data System Work in Alaska

In FY06, EED received a \$3.5 million award through previous funding from the Institute for Education Sciences, National Center for Education Statistics, U.S. Department of Education, to build a statewide P-12 longitudinal data system. Those funds were used to advance the Unity Project, a statewide effort to meet NCLB's present and future challenges regarding education data by unifying over 20 disparate data collections into one unified data structure and to deliver accurate, timely and accessible P-12 student-level data to stakeholders. A major goal of that undertaking was to create the first statewide longitudinal system for Alaska's P-12 students to allow for more effective decision-making among P-12 professionals. The Unity Project's goal was broad in scope with a total of seven phases, only the first four of which were included in the FY06 federal grant. The work supported by this federal grant is now nearing its end, with Phase IV complete. Phase V will include establishing the collection of school finance data, audited expenditures/revenues, average daily membership, impact aid, grants, federal allocation and state program dollars. Phase VI will expand upon the collection of facilities related data. Finally, Phase VII plans for the continuation of the collection of certified and

classified staff data. This phase will facilitate the initial steps for the eventual linkages between teachers and the students they teach.

The Unity Project accomplished several goals critical to sustaining work on a P-20/workforce longitudinal data system. The Unity Project electronically eliminated barriers to district level reporting and creating statewide data snapshots. The Unity Project also enhanced the framework for collecting individually identifiable records at the state level for all public P-12 students by further automating the process. Alaska proposes to leverage the work started with the Unity Project to design and deploy an efficient expansion of its SLDS into other areas of education, including institutions of higher education, and to coordinate with other state agencies to track student outcomes once they leave Alaska's education system, and as they progress (or fail to progress) through Alaska's education system. During the development of the Unity Project, EED was able to facilitate stakeholder buy-in, which was essential especially given Alaska's isolated districts and historical reluctance to share information. As a result of these prior efforts, the stage has been set. The State of Alaska considers this proposal as a priority, recognizing it is essential to move forward with the SLDS expansion now, due to the costs associated with delaying progress and losing momentum.

This early work was focused on P-12 data systems only, and work is now needed to link with the postsecondary sector. At the postsecondary level, UA's statewide office maintains access to individual-level records for all its enrollees. Given the limited number of non-UA providers of postsecondary education in Alaska, this means UA has information on the vast majority of postsecondary participants in the state. Yet apart from linking data in order to respond to federal reporting requirements, such as for Perkins participants, there have been no systematic efforts to link student data across the P-12 and postsecondary levels. The major obstacle standing in the way of making such linkages is that the student information systems at UA and EED use different student identifiers. Also, while UA captures students' social security numbers (for reporting related to tuition tax credits for the Internal Revenue Service), EED assigns its own unique student ID rather than collect student social security numbers. Recently, the UA system has been accepting electronic high school transcripts for some enrollees. But to date, these transcripts are imported only as image files, so while they include the student's EED identifier number, there has been little activity so far to electronically obtain the information contained within them for use in populating UA's student information system. Regardless, a UA modification of its student information system to capture the EED student identifier would be a partial solution at best, since it would not provide for matching with workforce data, nor would it include students who may not have an EED identifier. Furthermore, UA capture of the EED identifier would not address the question of tracking postsecondary enrollment at other institutions.

Labor data is the third critical component in the state's data alignment goals. Alaska's DOLWD currently maintains several unique and confidential administrative data stores. The primary data source is historical Alaska unemployment insurance (UI) wage records containing employer, industry, occupation, place of work and earnings for most wage and salary workers in Alaska, using the SSN as the unique individual identifier. The data is confidential and is generally not reported outside DOLWD except in aggregate reports.

In addition to the UI wage record information, DOLWD has agreements with and access to a variety of state and national databases that may be used to track the outcomes of a variety of programs as specified in each of the associated data sharing agreements. These administrative databases include:

1. Alaska unemployment insurance recipients
2. Alaska GED recipients
3. Alaska education and training programs eligible for the Workforce Investment Act (WIA) funding (WIA Eligible Training Providers)
4. WIA and State Training and Employment Program (STEP) participants
5. Alaska Permanent Fund Dividend (PFD) files to determine current residency status and residence location in Alaska
6. Alaska secondary student records
7. Alaska occupational license files
8. Alaska business license files
9. National wage record interchange system (WRIS)
10. Federal military and civilian payroll records
11. US Postal Service records
12. National Student Clearinghouse records providing information on continuing postsecondary enrollments and degrees earned

Although matching individual data at the P-12 and postsecondary levels in Alaska has been infrequent, there is considerable effort taking place to link these data with workforce information. Through several Memoranda of Understanding (MOUs), DOLWD has been granted access to individual-level data held by EED and UA. These MOUs are each the product of separate negotiations between DOLWD and one or more other state agencies. Some have been in place for many years, while other MOUs are fresh and have little history. Originally, MOUs were developed to answer a discrete question or meet a specific reporting requirement. Recently developed MOUs have allowed for more open-ended arrangements without specific termination dates, although the parties retain the ability to unilaterally terminate the agreement at any time. Under these arrangements, DOLWD matches the other agencies' data with its own data (usually the UI database) to examine former students' experiences in the labor market.

Alaska's Permanent Fund Dividend (PFD) database provides the state with a unique ability to match records in data systems with incompatible identifiers. The Permanent Fund Dividend (PFD) Division is a component unit of the Alaska Department of Revenue, charged with administering annual payment of the state's PFD to its citizens. The Permanent Fund was created in state law in 1976 to conserve a portion of the state's revenue from petroleum and mineral resources to benefit all generations of Alaskans. The PFD database is a record, updated annually, of Alaskans applying for this resident benefit. The PFD database allows DOLWD to validate identifying information such as name and birth date with a social security number, since this is the only means by which the UI data can be accessed. Leveraging the rich data available within the PFD database enables a much higher matching rate and access to the wage records maintained by DOLWD. From the linked data, DOLWD produces aggregated results,

according to the procedures outlined in the specific MOU. DOLWD has had an MOU to share data with UA since May 17, 2007.

On July 1, 2009, DOLWD and EED executed an MOU to share individual-level data to expand EED's understanding of former students in its system, including how many students stay in the state to work or go to college. With access to the PFD database, it is technically possible for Alaska to bring together data from both educational sectors, EED and UA.

The new request for proposals for statewide longitudinal data systems under ARRA requires seven data system capabilities and twelve data system elements. The progress made during the funding stream from the first SLDS grant to EED established a strong foundation on which Alaska can build.

### **Guiding Policy Questions**

To help guide decisions for reporting once data linkages are made, the following eight critical policy questions were developed by the Alaska entities participating in the summer 2009 Alaska data summit. Each question addresses several issues relating to educational policy and addresses one or more of the following areas of interest: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

1. **How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?** Related data includes: performance on periodic assessments, high school completion rates, college-going rates, remediation rates, credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

This is a comprehensive query which, when the capabilities are in place, will allow for many sub-queries spawning from this initial data set. By incorporating the features needed to respond to this query, the capability will enable Alaska to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education and the 21<sup>st</sup> century workforce. Achieving this proposed analytical capability will require Alaska to facilitate and enable the exchange of data among agencies and institutions within the state as well as conduct analyses for policy purposes using these data. As a result, Alaska will be able to track student progression through the education pipeline, distinguishing between the program areas of success and those areas which need improvement. Student progression will also be traced through academic completion, via degree, certificate or diploma, and into the workforce, or other outcomes, such as enlistment in the military, participation in public assistance programs, or incarceration. Areas of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), and 3) measurement of the efficacy of intervention programs.

2. **What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?** Related data includes: credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

The approach to measuring the outcomes of this question will start with an initial cohort of high school graduates, and, using resources such as the National Student Clearinghouse, will track students who leave the state for postsecondary education and monitor them to determine if they return to the state and subsequently are employed in the state. Additional characteristics will be associated with the student, such as those receiving financial aid grants or participating in peer mentoring programs, to enable tracking of specific outcomes for these student subgroups. Area(s) of interest addressed by this question include the relationship of out-of-state college attendance relative to the ability to retain human resources capital to support the state's economy.

3. **Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?** Related data includes: secondary and postsecondary enrollment and completion data, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

This analysis will be cohort-based, following the cohort through Alaska's education system and subsequently into the workforce. Other potential outcomes will also be measured, such as enlistment in the military, dependence on public assistance programs and incarceration rates, to determine degrees of contribution to -- or dependence on -- the state's economy. This analysis will also play a role in identifying what happens to Alaska's students who drop out of the P-12 system, by identifying whether they complete GEDs or complete their educations through alternative means. Areas of interest addressed by this question include: 1) postsecondary preparedness (student's need for remediation), 2) measurement of the efficacy of intervention programs, and 3) retention of completers in the state to contribute to the state's economy.

4. **Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment statuses and incomes?** Related data includes: secondary and postsecondary enrollment and exit data, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

For those students withdrawing from secondary institutions before completion of a standard high school diploma, follow up is needed to either encourage re-enrollment into a secondary institution or to provide counseling to offer alternatives, such as adult high school or GED. For students exiting postsecondary institutions before the completion of a program, or not receiving a certificate or degree, outreach to encourage re-enrollment and completion of the program of enrollment is needed. Consideration of other alternatives should also be made available, such as financial aid or other state or federal financial support options. Linking employment and wage data to these "early exiters" will help demonstrate the ramification of exiting school before the successful completion of a diploma, certificate, or degree program. Trends associated with "early exiters" can also be identified and addressed. Areas of interest addressed by this question include: 1) graduation & dropout rates and patterns, 2) postsecondary preparedness (student's need for remediation), and 3) measurement of the efficacy of intervention programs.

5. **What is the impact of financial aid on college access and success?** Related data includes: credential achievement rates, time-to-degree information, workforce participation rates, wage and hour information, and rates of employment relative to field of study/training.

This effort will be a cohort-based study, monitoring and reviewing a population of high school graduates, and distinguishing those who receive financial aid from those who do not to measure what, if any, impact these factors may have on postsecondary persistence and completion. Identifying differences in population persistence and completion behaviors based on amount, type, and timing of financial aid will enable the state to design efficient interventions and assistance programs that maximize the ability to create desired outcomes. Areas of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

6. **How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready?** Related data, specific to intervention/strategy participants, includes: performance on periodic assessments, high school completion rates, high school course-taking patterns, college-going rates, remediation rates, credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

Expanding the amount of program data collected by the Alaska SLDS, especially exceptional student educational data and free/reduced priced lunch data, will facilitate the state's ability to evaluate its responsiveness not only to the student population as a whole related to varying interventions, but also to drill down into the detail relating to specific program areas. The resulting information will enable the state to identify the most effective use of limited special programs funding relative to the impact of those programs in effecting specific state goals for specific populations. For example, are interventions and programs utilized at the same rate, and do they result in the same outcomes, for low-income students, as compared to the universe of program participants? Areas of interest addressed by this question include: 1) Graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measure the efficacy of intervention programs, and 4) keeping completers in the state to contribute to the state's economy.

7. **How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?**

A primary focus of this question is to analyze the effectiveness of teacher preparation programs to educate and produce an adequately trained teacher workforce while meeting the educator needs in the state. Results from this evaluation will not be limited to teacher preparation programs, but will include other disciplines and their ability to produce a prepared workforce to be responsive to Alaska's anticipated workforce needs. This effort will not only require postsecondary completion data and workforce participation rates, but also P-12 educator data.

Areas of interest addressed by this question include: retention of completers in the state to contribute to the state's economy.

**8. What is the private/public return on private/public investment in education?** Related data includes: credential achievement rates, workforce participation rates, wage and hour information, social services participation rates, and incarceration rates.

One measure for this question will take the average funds allocated per student and calculating a Return on Investment (ROI) based on the number of students completing high school with a standard diploma. An additional measure would be the rate of residents hired by industry. The resulting analysis will require evaluating how many students successfully complete high school and are subsequently employed in the state, as compared to the amount of state funds supporting the education system by student. Another measure may be calculated by examining completion or other success rates for populations receiving a specified intervention or participating in a program of interest, and comparing that success rate to the general population, to determine if the intervention or program produces the intended results. Modifications or enhancements to the intervention strategies can then be implemented, further improving success rates. This analysis can also benefit from the unique aspect of Alaska's workforce data which includes not only industry data, but occupation information as well. An examination of the public cost of providing social services and corrections services can also provide an ROI measurement when related to the percentages and numbers of students who failed to successfully complete high school and are subsequently consumers of those services. Areas of interest addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness (student's need for remediation), 3) measurement of the efficacy of intervention programs, and 4) retention of completers in the state to contribute to the state's economy.

In summary, the primary areas required in order to answer the above critical policy questions for Alaska include the following:

1. Primary identifier
2. Required data system capabilities
3. Required data system elements

The capabilities and elements stated are critical to the improvement and success of education in Alaska. Currently, the system is ranked among the lowest performing in the nation; yet, the state lacks effective or efficient resources to programmatically link data from its various state agencies in order to monitor or intervene with the necessary measures on a student, teacher, or program level. By receiving funding from this grant, Alaska will accelerate and expand the development and implementation of its SLDS.

The following discussion addresses the three primary areas and describes Alaska's current abilities regarding requirements and the future needs associated with each.

**Primary Identifier**

Accurately and uniquely identifying each student in the database is the most essential characteristic of a longitudinal data system. Without a unique identifier, even with alternate algorithms that match individuals on identifying information such as name, birth date, gender, et cetera, the system will not completely capture the true picture of human capital development. This practice is especially true because the reasons these matches tend to fail more frequently in the absence of a unique identifier are not random (i.e., a database is far more likely to lose track of a student who moves frequently in and out of the district or the state than if he or she attends the same school year after year).

As presented in **Table 1**, numerous identifiers are in use in Alaska. A student's social security number (SSN) is no longer used by EED or individual school districts in Alaska. Teacher and staff SSNs are kept in the respective districts' Human Resources departments for Internal Revenue Service payment reporting. DOLWD has only an SSN as an identifier; it does not carry first name, last name, or birth date in its database. As a result, linking data from educational sector databases with workforce databases requires access to a third system with both the SSN and the combination of first name, last name, and birth date. In Alaska, the PFD database provides the necessary data bridge for all Alaskans who apply to receive monies from the PFD (estimated coverage of the population is about 97% or higher).

**Table 1. Potential Primary Identifiers by State Agency or Unit**

Individual Identifiers	Individual School Districts	EED	UA	PFD	DOLWD	Health and Social Services	Corrections
SSN	No	No	Yes with restrictions	Yes	Yes	Yes	Yes
Locally-created Identifier	Locally created and ASIS #	ASIS #– Alaska Student Identifier	UAID – UA Student Identifier	No	No	Client ID # – aka Medicaid Number	Offender Number
First Name	Yes	Yes	Yes	Yes	No	Yes	Yes
Last Name	Yes	Yes	Yes	Yes	No	Yes	Yes
Birth date	Yes	Yes	Yes	Yes	No	Yes	Yes

The locally-created identifiers used in these source systems will be matched against the PFD database to establish a comprehensive collection of specified identifiers that will associate the student record with a single unique SLDS identifier. Once the new SLDS ID created and linked to the student record, the personally identifiable data elements will be removed. The SLDS ID will then be used to track the student's progression through Alaska's education system and into the workforce.

**Required data system capabilities**

A statewide, longitudinal data system developed with funding obtained pursuant to this grant competition must have the following seven capabilities:

1. *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).*

Current Status: There are currently no ongoing linkages among P-12, postsecondary, and workforce in order to examine student progression and employment and other educational outcomes.

Need to be Addressed by Grant: The grant will allow Alaska to establish a process of linking student level records between education and other state agencies to follow individual student progression from a P-20 perspective and into employment, along with other outcomes. As a result, the grant funded system will provide data to support program and policy decisions.

2. *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.*

Current: The current environment allows for data exchange between districts and EED facilitated via School Interoperability Framework (SIF). There is no postsecondary linkage, nor are data linked with other agencies.

Needs to be Addressed by Grant: The grant-funded system will facilitate expanded interoperability between EED and other entities in order to examine relationships between P-12, postsecondary, workforce, and other program provider data. In order to determine appropriate policy and practice within the educational system of Alaska, a venue is needed within which to link systems by using standard data structures, formats, protocols and definitions.

3. *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.*

Current Status: Currently, EED does not have a formalized mechanism that accurately links all individual students and their teachers.

Needs to be Addressed by Grant: Student/teacher links will be established for transparency and accountability related to creating empirical measures of effective instruction and student performance in the P-20 system.

4. *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.*

Current Status: Currently, there are no linkages between teacher data and the preparation programs in which the teachers participated.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish the ability to link teacher data with data from postsecondary institutions reporting participation in teacher preparation programs. Teacher training information already held by EED must be migrated into Alaska's SLDS so teaching outcomes can be accurately associated with teacher training programs.

5. *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 and schools of education on the success of their graduates.*

Current Status: Currently, there is limited capability to provide reports to teachers and educational leaders related to P-12 student achievement. Parents need to have access to information to find reporting indicators such as test results, dropout rates, highly qualified status for teachers, Adequate Yearly Progress (AYP) status, and school calendar information along with other elements.

Needs to be Addressed by Grant: There is not a formalized process in place to gather information requirements and address and respond to information needs of the various education stakeholders in Alaska. There is a need for a system to be responsive to teachers, administrators, local and state policy makers to provide data specific to their various interests in an efficient and timely fashion. The information needs would include student performance in P-12 and also remediation and outcomes related to postsecondary and employment. By addressing the education stakeholders' need for information, Alaska will be able to identify programs and interventions leading to success in postsecondary and the workplace.

6. *The system must ensure the quality and integrity of data contained in the system.*

Current Status: Currently, EED generates reports showing warnings and fatal errors as business rules and edit checks are applied. The warnings list records and issues that need to be reviewed but not necessarily edited. Fatal errors are events that are required to be addressed prior successful submission.

Needs to be Addressed by Grant: As the grant allows for a variety of new source data systems, the reliability of data linkages along with conforming data definitions need to be audited and documented. This data audit process will ensure the ease of use and the validity of the new data compilation. The new linkages will be foundational to expanding SLDS capabilities, so appropriate controls and system audits at this stage are essential to project success.

7. *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 ED Facts data collection and reporting system.*

**Current Status:** A primary goal of the original Unity Project was to fulfill the reporting requirements for the EDEN/EDFacts reporting system. Currently EED is capable of meeting all of the EDFacts reporting requirements for AYP, Assessment results data for Reading & Writing (Language Arts), Math and Science, the Consolidated State Performance Report (CSPR) for Title I, Graduation Rates, Attendance Rates, Directory information, Grades served and all data previously included in the Common Core Data (CCD) collection system.

**Needs to be Addressed by Grant:** The system created through the Unity Project currently meets all requirements of this capability. However, the proposed linkages with other measures will enable identification of correlations and patterns that will help identify best practices to achieve desired short-term and long-term results, integrating the system begun under the Unity Project into a full-fledged P-Career SLDS.

**Required data system elements**

A data system developed with funding obtained pursuant to this grant competition must include at least these 12 elements prescribed by the America COMPETES Act:

With respect to preschool through grade 12 education and postsecondary education:

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)*

**Current Status:** Alaska has different identifiers in use at EED and at UA and as a result the state does not have a common, unique P-20 statewide student identifier.

**Needs to be Addressed by Grant:** This grant will allow Alaska to institute a validation process using identifying elements from each contributing source system, and matching them to data in the PFD database to establish linkages. The means by which Alaska will match data across sectors is validating EED and UA unit record data using the state's PFD database. The PFD data is comprehensive relative to state residents and contains key identifying information including social security number, name, and birth date. Once these linkages are established, the crosswalk data will be stored and utilized when building datasets from the various sources. The proposed linkage system will include development and testing of internal controls at each stage to ensure that personally identifiable information is not released in the process of making these linkages.

2. *Student-level enrollment, demographic, and program participation information*

**Current Status:** Demographic and enrollment data are included in the existing SLDS, as well as limited data sets for select federal programs; however, the system does not include full program participation information, especially for state and post-graduation or drop-out intervention programs. Student-level enrollment and participation data are included in the UA data system. EED program information is currently captured in separated, standalone databases and requires cumbersome and inconsistent linking and reporting mechanisms.

**Needs to be Addressed by Grant:** The grant funded system will incorporate state and federal programs such as English Language Learners, Special Education, Perkins, Low Income Program Eligibility, and child nutrition data that will enable more complete, timely, and accurate reporting on a consistent basis. The grant will additionally provide for the progress of

beneficiaries of these programs to be tracked beyond secondary school, through their postsecondary and workforce careers, providing data that may be used to improve instruction and inform policy to improve outcomes.

*3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs*

Current Status: Basic P-12 information is available; student exit data are currently collected, but linkages to access postsecondary data are limited.

Needs to be Addressed by Grant: The grant funded system will establish a methodology to link P-12 to postsecondary education enabling Alaska to comprehensively track postsecondary progression and completion of students exiting the P-12 system. The system will additionally answer the challenging question of what happens to these students who exit the system, especially those who exit prematurely. By linking with GED information, military and workforce preparation programs such as apprenticeships, the proposed SLDS will for the first time enable differentiation between drop-outs who later take alternative paths to success, and those who experience life-long impact.

*4. The capacity to communicate with higher education data systems*

Current Status: Alaska currently does not have the ability for the state's public P-12 and postsecondary sectors to communicate directly with one another. Efforts have been made recently to link data across these sectors beyond preexisting federal reporting requirements such as Perkins, yet little progress has been made in this area due to the lack of existing resources.

Needs to be Addressed by Grant: The grant funded system will allow Alaska to create methodologies for establishing a "crosswalk" with the state's PFD database using successful matching methodologies currently in use in Alaska by several of the state's agencies to validate data linkages between P-12, postsecondary and other outcomes data.

*5. A State data audit system assessing data quality, validity, and reliability*

Current Status: Currently, EED generates reports showing warnings and fatal errors as business rules and edit checks are applied. The warnings list records and issues that need to be reviewed but not necessarily edited. Fatal errors are events that are required to be addressed prior successful submission.

Needs to be Addressed by Grant: Since the grant will create a variety of new source data systems, the reliability of data linkages along with conformed definitions of the data will need to be audited and documented. The grant will enable the data audit process to be built which will ensure the ease of use and the validity of the new data compilation.

With respect to preschool through grade 12 education:

*6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965*

Current Status: This element is fully implemented.

Needs to be Addressed by Grant: The Unity Project database currently meets the requirements of this element.

*7. Information on students not tested, by grade and subject*

Current Status: These data elements were included in the Unity Project as required by No Child Left Behind (NCLB).

Needs to be Addressed by Grant: The Unity Project database currently meets all requirements of this element. However, the proposed SLDS will enhance the current information by adding the ability to capture and report reasons why students did not test.

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

Current Status: This element is Phase VII - Teacher & Staffing data within the Unity Project. Alaska is currently piloting the data collection for the Certified Staff Accounting and the Classified/Paraprofessional Staff Accounting data collections. This information is being utilized by the EED assessment office this year.

Needs to be Addressed by Grant: With the implementation of Phase VII of the Unity Project as well as the funds from this grant, the stage is set for further development in establishing the linkages between teachers and their students. To accomplish this, as part of the development of the new student transcript system (see element 9), the teacher identifier will be captured, enabling the linkage of teachers to their students.

*9. Student-level transcript information, including information on courses completed and grades earned*

Current Status: Currently, Alaska does not have this element available.

Needs to be Addressed by Grant: Without the ability to possess and access student level transcript information, Alaska is unable to effectively measure program or course effectiveness and student progression. This grant will allow Alaska to resolve this issue by identifying courses completed and grades achieved, in order to identify population differences based on these characteristics. The grant will also provide a methodology to link teachers to their students, in order to identify those teachers and teacher preparation programs that are most effective, as demonstrated by student behavior relative to persistence and timely completion. Related to, but independent of this requirement, Alaska's Governor has proposed legislation to implement a financial aid program that may promote the creation of common course standards and nomenclature.

*10. Student-level college readiness test scores*

Current Status: These data elements, which include ACT and SAT scores, are currently housed in the UA database for individuals who sought admission to the university. Individuals enrolling at UA who did not take the ACT or SAT are required to take the Accuplacer to identify readiness for collegiate level instruction, and those scores are also housed at UA. Currently, there is no linkage between P-12 and postsecondary systems.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process linking P-12 data with postsecondary student records that will include

assessment data, enabling Alaska to evaluate college-level readiness of students progressing into postsecondary within the State and to give feedback to improve instruction at the secondary schools.

With respect to postsecondary education:

*11. 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*

Current Status: Currently, UA collects these data elements for students enrolled in the university, but no systematic linkages with secondary institutions are in place.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process linking P-12 data with postsecondary student course records that will include remediation, enabling Alaska to evaluate college-level readiness of students progressing into postsecondary within the State. This process will further allow for assessing secondary schools, teachers, and programs in preparing students for progression into postsecondary, with the ultimate goal of improving student preparation for success statewide.

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

Current Status Currently, Alaska does not have a systemic approach to link P-12 student data with postsecondary database systems.

Needs to be Addressed by Grant: This grant funded system will allow Alaska to establish a formalized process to link P-12 data with postsecondary student and teacher records that will include leveraging new data relative to various student populations, enabling Alaska to evaluate student progression from P-12 through postsecondary to become a successful contributor to Alaska's economy. Measuring the specific impacts of programs and interventions will enable Alaska to target funds at programs demonstrated to be effective with the population being served, rather than the expensive scattershot approach that is the only option without longitudinal data to inform policy and funding decisions.

It cannot be stressed enough that the capabilities and elements stated are critical to the improvement and success of education in Alaska. Currently, the Alaska education pipeline is ranked among the lowest performing in the nation; yet, the state lacks effective or efficient resources to programmatically link data from its various state agencies in order to monitor or intervene with the necessary measures on a student, teacher, or program level. By receiving funding from this grant, Alaska will accelerate and expand the development and implementation of its SLDS.

Failure to receive funding to address these issues as documented will negate progress made to date, and Alaska will not be able to fully realize the substantial investment made thus far on the previously funded Unity Project; which will delay or negate the development of the above capabilities and elements in Alaska's P-20 statewide longitudinal data system.

**(B) PROJECT OUTCOMES RELATED TO SYSTEMS REQUIREMENTS AND IMPLEMENTATION**

Alaska plans to accomplish the following five projects with funding via this grant. The tables below list each project and how the elements and capabilities required for a successful SLDS will be addressed. There is additionally a sixth outcome, budgeted separately, essential to the creation of the Alaska's ANSWERS SLDS, and that is a project management office (PMO). The PMO is discussed in more detail in the budget documents, as well as later in this narrative.

**OUTCOME I: P-12, Postsecondary, and Workforce Data Matching**

Outcome I will create a new process to match existing P-12 data with preschool, postsecondary education and workforce data to measure progress through the education pipeline and into the workforce. This project includes development of a unique, anonymous SLDS ID to allow linkages at the student level but prevent identification of individual students. Data will be validated using the state's PFD database as a bridge between the existing P-12 unique ID (ASIS) and UA and DOLWD's unique ID (SSN).

<b>P-12, Postsecondary, and Labor Data Matching</b>	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> <li>- <b>How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?</b></li> <li>- <b>What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?</b></li> <li>- <b>Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?</b></li> <li>- <b>Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income?</b></li> <li>- <b>What is the impact of financial aid on college access and success?</b></li> <li>- <b>How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those</b></li> </ul>	<p>Outcomes and associated elements and capabilities:</p> <p>Provide outcome data at student level, with ability to create custom outcome queries based on interventions offered and program participation (<b>Element 2</b>)</p> <p>Identify students when they leave the pipeline and subsequently pursue alternative return paths such as GED, apprenticeship, as well as out-of-state migration patterns. (<b>Element 3</b>)</p> <p>Capture all P-12 SLDS data, including assessments. (<b>Element 6</b>)</p> <p>Capture all P-12 SLDS data, including information on students not tested. (<b>Element 7</b>)</p> <p>Include UA ACT and SAT scores, WorkKeys scores after 2011, and Accuplacer scores. (<b>Element 4, 10</b>)</p> <p>Identify those individuals that transition, as well as individual Accuplacer results and remediation needed at postsecondary level. (<b>Element 11</b>)</p> <p>Add Perkins, tech-prep, dual enrollment and other program data. Include links with social service and corrections data to quantify impacts of failure of the pipeline to produce citizens prepared for economic success. (<b>Element 12</b>)</p> <p>Provide longitudinal data at the individual student level linking education with career while protecting personally identifiable information</p>

<p>from low income families, progress through an education program/system to achieve college, workforce, and life readiness?</p> <ul style="list-style-type: none"> <li>- How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?</li> <li>- What is the private/public return on private/public investment in education?</li> </ul>	<p>(PII). <b>(Capability 1)</b></p> <p>Allow data providers to retain existing structures and mitigate risk of failures due to changes in provider data architecture while minimizing costs of data maintenance. <b>(Capability 2)</b></p> <p>Match teacher and teacher training programs to students enabling the analysis of outcomes according to student's exposure to specific teachers and teacher's specific institution of teacher training. <b>(Capabilities 3, 4)</b></p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements. <b>(Capability 7)</b></p>
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### **OUTCOME II: Expansion of P-12 Outcomes Data Collected**

This project expands program participation data and interventions data to enable measurement of population differences according to program participation or intervention received, in order to measure ROI on interventions and improve program and instruction design. Proposed data elements include English language learners (ELL), special education, Perkins, low income, dual enrollment, child nutrition, participation in TRIO and related programs, use of Alaska's Career Information System (AKCIS) tools, etc. It also includes adding data on GED completions (at the student level) and linking to the National Student Clearinghouse, DOLWD apprenticeship databases, and similar programs that may be used to identify individual students who achieved success via alternate routes. P-12 outcomes are also defined as ability to progress to postsecondary without remediation, so this project will incorporate ACT/SAT and WorkKeys scores, as well as identify students who require remediation. Finally, this project will include links to student level data from social service providers and corrections databases, to identify any relationships (and associated costs) between education outcomes and involvement in those service areas.

Enhancement of existing system: P-12 program participation data will be maintained at EED as enhancement to the P-12 SLDS created under the Unity project. The custodians of other data will provide periodic data snapshots from their existing systems.

<b>Expansion of P-12 Outcomes Data Collected</b>	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> <li>- <b>How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?</b></li> <li>- <b>How effective are specific</b></li> </ul>	<p>Outcomes and associated elements and capabilities:</p> <p>Provide outcome data at student level, with ability to create custom outcome queries based on interventions offered and program participation <b>(Element 2)</b>.</p> <p>Identify students when they leave the pipeline and alternative return paths such as GED, apprenticeship, as well as out-of-state migration patterns <b>(Element 3)</b>.</p> <p>Capture all P-12 SLDS data, including assessments <b>(Element 6)</b>.</p>

<p><b>interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready?</b></p> <ul style="list-style-type: none"> <li>- <b>What is the private/public return on private/public investment in education?</b></li> </ul>	<p>Capture all P-12 SLDS data, including information on students not tested (<b>Element 7</b>).</p> <p>Include UA ACT and SAT scores, WorkKeys scores after 2011, and Accuplacer scores (Element 10).</p> <p>Identify those individuals that transition, as well as individual Accuplacer results and remediation needed at postsecondary level (<b>Element 11</b>).</p> <p>Add Perkins, tech-prep, dual enrollment and other data. Includes links with social service and corrections data to quantify costs of failure of the pipeline to produce citizens prepared for economic success (<b>Element 12</b>).</p> <p>Provide longitudinal data at the individual student level linking education with career while protecting PII (<b>Capability 1</b>).</p> <p>Allow data providers to retain existing structures and mitigate risk of failures due to changes in provider data architecture while minimizing costs of data maintenance (<b>Capability 2</b>).</p> <p>Match teacher and teacher training programs to students, enabling the analysis of outcomes according to student's exposure to specific teachers and teacher's specific institution of teacher training (<b>Capability 3</b>).</p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements (<b>Capability 7</b>).</p>
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**OUTCOME III: SLDS Data Audit System**

This project includes determining and documenting the internal controls relative to data received from agency providers, and developing data audits/internal controls to ensure that matches and linkages are valid and reliable. This project will also develop and deploy controls relative to PII to ensure maximum protection of such information. Finally the SLDS data audit system will ensure that reports accurately answer questions posed, and that ad hoc research queries generate valid and reliable data. The new data audit system crosses all functionalities and products for SLDS reporting.

<b>SLDS Data Audit System</b>	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> <li>- <b>How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?</b></li> <li>- <b>Of those Alaskans who receive education services from Alaska</b></li> </ul>	<p>Outcomes and associated elements and capabilities:</p> <p>As linkages are made, personally identifiable data will be removed and an anonymous SLDS ID will be assigned to the student record and stored with the SLDS ID as the key field (<b>Element 1</b>).</p> <p>As linkages are made between data from the various source systems, validation reports will be</p>

<p>secondary and postsecondary institutions, how many remain in the state and contribute to the economy?</p> <ul style="list-style-type: none"> <li>- Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income?</li> <li>- What is the impact of financial aid on college access and success?</li> <li>- How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness?</li> <li>- How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?</li> <li>- What is the private/public return on investment in education?</li> </ul>	<p>generated and reviewed to evaluate that the linkages are accurate (<b>Element 5</b>).</p> <p>As the linkages are made, validated and deidentified, supplemental data will be loaded. As the supplemental data are loaded, an audit trail is generated to validate record counts against the source data system to ensure the correct number of reports is being loaded (<b>Capability 6, 7</b>).</p>
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#### **OUTCOME IV: Data Mart/Data Reporting and Analysis System**

Outcome IV is provisioning the data mart and reporting/analysis tool, where successive de-identified snapshot data will be maintained and accessible for manipulation by researchers. It will include a Web interface to standardized reports for public access, and a cube-based ad hoc query tool for authorized users. A metadata application will also be deployed, documenting data element definitions as they are loaded into the data mart/reporting server, schedules for the loads, report definitions, and other information critical to the process. This metadata application will also have an intuitive user interface to assist the end user as they navigate and interpret the reports generated out of this system. To address how input from stakeholders (e.g. teachers & other educators) will be obtained/utilized, a plan to develop regional fact-finding visits/town hall type meetings will be instituted using multi-lingual and multi-cultural formats. These stakeholder input collection initiatives will leverage Alaska's strong history of collaboration through existing relationships with Native organizations & community organizations.

<b>Data Mart/Data Reporting and Analysis System</b>	
<p>The following critical policy questions are addressed by this project:</p> <ul style="list-style-type: none"> <li>- <b>How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?</b></li> <li>- <b>What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?</b></li> <li>- <b>Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?</b></li> <li>- <b>Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions <u>without</u> credentials, how many are within three or fewer semesters to completion and what are their employment status and income?</b></li> <li>- <b>What is the impact of financial aid on college access and success?</b></li> <li>- <b>How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness?</b></li> <li>- <b>How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?</b></li> <li>- <b>What is the private/public return on private/public investment in education?</b></li> </ul>	<p>Outcomes and associated elements and capabilities:</p> <p>Ensure multiple levels of PII protection by removing PII and maintaining it in a separate location, and creating unique SLDS ID to match data and enable effective data audit (<b>Element 1</b>).</p> <p>By creating this infrastructure of data extracting, linkages, de-identifying, loading, reporting, analyzing and documenting, the framework is in place for future data sources to be incorporated. This infrastructure is scalable and adaptable for the eventual expansion into other education and extra-educational areas (<b>Element 4</b>).</p> <p>Create sustainable and flexible structure poised for expansion and specifically designed for ease of reporting and compliance with requirements, including Web-based access to selected reports and access to ad hoc analysis tool for authorized users (<b>Capability 5</b>).</p> <p>Design process includes focus on building effective, efficient internal controls throughout every phase of the project (<b>Capability 6</b>).</p> <p>Although Alaska currently possesses the ability to respond and produce federally required reports (i.e. EDFacts), by leveraging this new reporting environment, with the new data marts and reporting tools, the ability to produce these reports will be more efficient and timely and require less manual intervention than the process currently in place. (<b>Capability 7</b>).</p>

