

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 # R384A100027**

Closing Date: DEC 04, 2009

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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: Illinois State Board of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
050527061	806812558

d. Address:

* Street1:	100 North First Street
Street2:	
* City:	Springfield
County:	Sangmon
State:	IL
Province:	
* Country:	USA
* Zip / Postal Code:	62777

e. Organizational Unit:

Department Name:	Division Name:
Teaching and Learning Sers. for All Children	Standards and Assessments

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

Prefix:	* First Name:	Connie
Middle Name:	J	

* Last Name: Wise

Suffix: Ph.D

Title: Assistant Superintendent

Organizational Affiliation:

* Telephone Number: (217)782-0354 Fax Number: (217)782-5333

* Email: CWISE@ISBE.NET

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:

Statewide Longitudinal Data Systems Grants under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

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

Statewide

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

Illinois Longitudinal Data System Expansion Project

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: IL-018

* b. Program/Project: IL-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	\$ 11869819
b. Applicant	\$ 0
c. State	\$ 2500000
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 14369819

*** 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.)**



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Illinois State Board of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 8,000	\$ 8,000	\$ 8,000	\$ 0	\$ 0	\$ 24,000
4. Equipment	\$ 350,000	\$ 350,000	\$ 0	\$ 0	\$ 0	\$ 700,000
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 3,904,845	\$ 5,345,755	\$ 1,890,659	\$ 0	\$ 0	\$ 11,141,259
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,262,845	\$ 5,703,755	\$ 1,898,659	\$ 0	\$ 0	\$ 11,865,259
10. Indirect Costs*	\$ 1,520	\$ 1,520	\$ 1,520	\$ 0	\$ 0	\$ 4,560
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 4,264,365	\$ 5,705,275	\$ 1,900,179	\$ 0	\$ 0	\$ 11,869,819

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 12/31/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 19%

(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 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Illinois State Board of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000

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: Christopher A. Koch

Title: State Superintendent of Education

Date Submitted: 12/01/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Statewide Longitudinal Data Sys--ARRA CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): NA Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Christopher A. Koch Title: State Superintendent of Education Applicant: Illinois State Board of Education Date: 12/01/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Illinois State Board of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Christopher Middle Name: A

Last Name: Koch Suffix: Ed.D.

Title: State Superintendent of Education

Signature: _____ Date: 12/01/2009

ED 80-0013

03/04

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

1. Project Director:

Prefix:	* First Name: Connie	Middle Name: J	* Last Name: Wise	Suffix: Ph.D
---------	-------------------------	-------------------	----------------------	-----------------

Address:

* Street1: 100 North First Street
 Street2:
 * City: Springfield
 County: Sangamon
 * State: IL * Zip / Postal Code: 62777 * Country: USA

* Phone Number (give area code) (217)782-0354	Fax Number (give area code) (217)782-5333
--	--

Email Address:

CWISE@ISBE.NET

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Abstract Pages: 1** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Abstract (12-09).pdf**

Abstract

Illinois Longitudinal Data System (ILDS) Expansion Project

In July 2009, Governor Quinn signed into law the P-20 Longitudinal Education Data System Act (Public Act 96-0107). This Act established the requirements and framework for the development of the state's longitudinal education data system, including implementation of all of the America COMPETES Act elements, and ensures that the longitudinal data system will support a broad array of state and LEA educational functions. In addition, under the Statewide Longitudinal Data System Grant awarded by the U.S. Department of Education, Institute of Education Sciences, in April 2009, the Illinois State Board of Education (ISBE) received approximately \$9 million to support critical activities for the establishment of a statewide longitudinal data system.

While the P-20 Longitudinal Education Data System Act and the 2009 IES Grant provide the foundation for achieving the seven system capabilities and twelve system elements set forth in the America COMPETES Act, ISBE needs to continue to take the critical steps of implementing systems to collect student-level transcript and teacher/administrator performance data and connecting this information with other data maintained by ISBE. Furthermore, ISBE and its state education partners need to enhance the data collection systems that extend beyond the K-12 spectrum. The goal of the ILDS Expansion Project is to continue development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data through incorporation of the following interrelated components into the current Illinois statewide longitudinal data system:

Component #1—Establish a Statewide Transcript System for Middle and High School Students. This system will collect student-level transcript information, including information on courses enrolled, completed, and grades earned, and also include the development and implementation of a statewide course classification system.

Component #2—Integrate Student-level Data with Teacher and Administrator Data. ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.

Component #3—Continued Expansion and Development of Postsecondary Education Data Systems. ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance.

Component #4—Expansion of Early Childhood Data Collection Systems. The state longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Project Narrative Pages: 30** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Project Narrative (12-09).pdf**

Project Narrative

Illinois Longitudinal Data System (ILDS) Expansion Project

A. NEED FOR THE PROJECT

In July 2009, Illinois Governor Pat Quinn signed into law the P-20 Longitudinal Education Data System Act (Public Act 96-0107), which established the requirements and framework for the development of the state's longitudinal education data system by:

- Setting forth a long-term vision for the state's education data system,
- Requiring the state to implement all of the America COMPETES Act elements,
- Requiring the longitudinal data system to support a broad array of state and LEA educational functions,
- Ensuring the necessary authority to collect postsecondary data (including data from private postsecondary educational institutions), and
- Establishing a framework for data sharing with outside entities to support research and evaluation consistent with privacy protection laws.

In addition, under the Statewide Longitudinal Data Systems Grant awarded by the U.S. Department of Education, Institute of Education Sciences, in April 2009 (2009 IES Grant), the Illinois State Board of Education (ISBE) received approximately \$9 million to support critical activities for the establishment of a statewide longitudinal data system.

While the P-20 Longitudinal Education Data System Act and the 2009 IES Grant provide the foundation for achieving the seven system capabilities and twelve system elements set forth in the America COMPETES Act, ISBE needs to continue to take the critical steps of implementing systems to collect student-level transcript and teacher/administrator performance data and connecting this with other data maintained by ISBE. Furthermore, ISBE and its state education partners need to enhance the data collection systems that extend beyond the K-12 spectrum so that the Illinois Longitudinal Data System will allow educators and policymakers to analyze and assess student progress from early learning programs through postsecondary education and into employment. Illinois must also leverage all available resources in order to expand the Illinois Longitudinal Data System to include all elements required by the State Fiscal Stabilization Fund Phase II Application by September 30, 2011. Through the Illinois Longitudinal Data System Expansion Project (ILDS Expansion Project) described in this narrative, ISBE seeks to continue development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data.

Status of the Current ILDS Project

Prior to the award of the 2009 IES Grant and the enactment of the P-20 Longitudinal Education Data System Act, ISBE had developed many of the fundamental building blocks of a statewide longitudinal data system through the implementation of a unique student ID and a statewide student information system (SIS). Under the 2009 IES Grant, ISBE is continuing to work toward enterprise-wide data integration and analysis. In order to manage the valuable repository of data that the state has collected, ISBE is in the process of developing an Education Enterprise-wide Data Warehouse to facilitate the availability of such data to LEAs (administrators and teachers),

Project Narrative

program evaluators, and policymakers to support decisions in the classroom. Additionally, ISBE established a State Education Data Advisory Committee as the governance structure for the ILDS Project to ensure that the system design and implementation is driven by state and local stakeholder engagement. Through the 2009 IES Grant and the commitment of various state agencies, both financially and institutionally, the Illinois statewide longitudinal data system now satisfies, is in the process of satisfying, or plans to satisfy through the ILDS Expansion Project all of the capabilities and elements of the America COMPETES Act. (Please see Appendix C for a summary of the current status of the each of the capabilities and elements of the America COMPETES Act.)

Next Steps: Integration of Teacher/Administrator and Transcript Data into the System, and Continued Expansion and Development of Systems that Extend Beyond the K-12 Spectrum

To provide LEAs, teachers, administrators, students, parents, policymakers, and other interested stakeholders with the tools to make data-driven decisions, the ILDS Expansion Project will integrate additional data into the current ISBE data collection systems and further expand and develop systems that extend beyond K-12. To further these goals, ISBE plans to revise and implement systems to collect student-level transcript and teacher/administrator performance data and connect these data with other data maintained by ISBE. In addition, ISBE and its state education partners plan to enhance the data collection systems that extend beyond the K-12 spectrum. To continue the development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data, ISBE and its educator partners, through the ILDS Expansion Project, plan to incorporate the following interrelated components into the Illinois Longitudinal Data System:

- 1. Establish a Statewide Transcript System for Middle and High School Students.** This system will collect student-level transcript information, including information on courses enrolled, completed, and grades earned, and also include the development and implementation of a statewide course classification system.
- 2. Integrate Student-level Data with Teacher and Administrator Data.** ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.
- 3. Continued Expansion and Development of Postsecondary Education Data Systems.** ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance.
- 4. Expansion of Early Childhood Data Collection Systems.** The state longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through

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the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

These four components also address many of the data collection requirements the state must address in its application for funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program. The development and implementation of the Statewide Transcript System will satisfy indicator (b)(1)(8), which requires a statewide longitudinal system that includes student-level transcript information. The integration of student-level data with teacher and administrator data will satisfy indicator (b)(1)(9), which requires implementation of a teacher identifier system with the ability to match students to their teachers. Additionally, as the teacher and administrator identification system will facilitate the collection of teacher and administrator performance evaluation information, the ILDS Expansion Project will satisfy descriptors (a)(1) and (a)(2), and indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7). Continued expansion and development of postsecondary education data systems will satisfy indicators c(11) and (c)(12) of the State Fiscal Stabilization Fund.

B. PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

The ILDS Expansion Project includes four project components, with various project elements. Below is a list of proposed outcomes for each of the four components and a table that provides an overview of each of the four components.

Product	Features	Benchmarks
Establishment of a Statewide Transcript System for Middle and High School Students	<ul style="list-style-type: none"> ▪ Design of statewide course classification system for high school and middle school students. ▪ Design of statewide records capture and approval options regarding transcript information. ▪ Design of plan for linking ISBE Student Information System (SIS) data with the statewide transcript system. ▪ Design of plan for mapping local course descriptions with the statewide course classification system. ▪ Engagement of stakeholders, including representatives of LEAs and postsecondary educational institutions in the development of the course classification system. ▪ Establishing data feeds from SIS to i) the State Transcript Depository for the development of transcripts, ii) Illinois Student Assistance Commission (ISAC) for scholarship and student assistance programs, and iii) postsecondary institutions for student application and enrollment 	<ul style="list-style-type: none"> ▪ Establish statewide course classification system for high school and middle school courses, by July 31, 2010. ▪ Upload transcript data from LEAs to SIS and transfer from SIS to State Transcript Repository. by September 30, 2011. ▪ Implement transcript information into SIS for all public middle schools. by September 30, 2012.

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Product	Features	Benchmarks
	<p>functions.</p> <ul style="list-style-type: none"> ▪ Use of Learning Technology Centers to serve as field implementation teams to work at district level to provide technical assistance for SIS data uploads. 	
Integration of Student-level Data with Teacher and Administrator Data	<ul style="list-style-type: none"> ▪ In coordination with the development of the data warehouse, planning for the redesign of ISBE Teacher and Administrator Data Collection Systems [Teacher Certification Information System (TCIS)/Educator Certification System (ECS) and Teacher Service Record (TSR) systems]. ▪ Planning and analysis to modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR. ▪ Development of business rules for teacher-student linkages. ▪ Develop Performance Evaluation Report and Survey to provide greater transparency in teacher performance evaluations and pilot administration of Survey. ▪ Pilot administration of the Performance Evaluation Report and Survey. ▪ Continued development of Teacher Data Warehouse to match teacher and administrator preparation to student performance. 	<ul style="list-style-type: none"> ▪ Administer Performance Evaluation Report and Survey to LEAs, by December 31, 2010. ▪ Modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR, by September 30, 2011. ▪ Implement redesigned TCIS, TCIS Scanning, ECS, and TSR to create web-based applications for more effective and transparent teacher performance information and evaluations, by June 30, 2012.
Improvement of postsecondary and workforce data collection through greater access to public and private higher education data and incorporation of unemployment insurance wage records into the data collection systems	<ul style="list-style-type: none"> ▪ Develop Higher Education Data Consortium. ▪ Develop and pilot Perkins IV Core Measures website containing information by college and performance measure. ▪ Develop and pilot Tech Prep/Partnerships for College and Career Success measures website with information by partnership and performance measure. ▪ Provide regional training to end users of above-mentioned websites. ▪ Development of enhanced Performance/Accountability Reports by Illinois Community College Board (ICCB) to increase performance, transition measure, and indicator reporting transparency. ▪ Improve higher education performance and 	<ul style="list-style-type: none"> ▪ Establish Higher Education Data Consortium, by July 31, 2010. ▪ Implement Perkins IV Core Measures website containing information by college and performance measure, by July 31, 2010. ▪ Implement Perkins IV Tech Prep/Partnerships for College and Career Success measures website containing information by partnership and

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Product	Features	Benchmarks
	<p>accountability reporting through development of online reporting tools that will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the Illinois Board of Higher Education (IBHE) website and increase accountability and utility.</p> <ul style="list-style-type: none"> ▪ Planning and design of modifications to High School Feedback Report to expand upon information regarding postsecondary enrollment and performance. ▪ Planning and design of process to incorporate data from the National Student Clearinghouse in order to access public and private higher education data nationwide to better track transfer and concurrent enrollment students. ▪ Develop data-sharing agreements with Unemployment Wage Record Office. 	<p>performance measure, by October 31, 2010.</p> <ul style="list-style-type: none"> ▪ Implement Phase 1 enhancement to Performance Accountability Reports, by July 31, 2011. ▪ Implement Phase 2 enhancement to Performance Accountability reports, by February 29, 2012. ▪ Modify the High School Feedback Report to include postsecondary performance information, by October 31, 2010. ▪ Implement information from National Student Clearinghouse into the High School Feedback Report, by October 31, 2010. ▪ Incorporate information from Unemployment Wage Records into ILDS Project, by June 30, 2011.
<p>Development and implementation of an Early Childhood Data Collection System</p>	<ul style="list-style-type: none"> ▪ Design plan for assigning a student ID (SID) for infants and toddlers in programs funded by the Early Childhood Block Grant. ▪ Design and implement the data collection plan for children from birth to three (within the structure of the SIS), which would include identification of missing data elements, identify those elements currently missing not being collected, and create common standards and definitions for data elements. ▪ Ensure that processes are in place to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs available in Illinois, including preschool programs. 	<ul style="list-style-type: none"> ▪ Implement SIDs for subject group by programs, by July 31, 2010. ▪ Add the recommended data elements to SIS and ensure that integration into SIS is complete, by December 31, 2010. ▪ Integrate additional data elements into SIS for children in preschool programs and data elements on programs serving children age three and four, by December 31, 2010.

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Product	Features	Benchmarks
	<ul style="list-style-type: none"> ▪ Create and implement training and technical assistance plans for agencies that will be contributing data to the system; include training sessions before system implementation and ongoing technical assistance. ▪ For preschool programs, analyze currently collected data elements to create a “cross-walk” between what is collected and elements that have been recommended to create a final list of elements to be added to the system. 	

Each of these components will support the state education improvement efforts, goals, and accountability system. A more thorough description and explanation of each of these components follows.

Component 1: The establishment of a Statewide Transcript System for Middle and High School Students

a. Overview

Through the ILDS Expansion Project, ISBE will develop a statewide transcript system for middle and high school students, which will include the courses completed and the grades earned for each student. The P-20 Longitudinal Education Data System Act requires the ISBE data warehouse to include “Student-level transcript information, including information on courses completed and grades earned, from middle and high schools.” Public Act 96-0107, Section 15(c)(6). The Act further requires the State Board of Education to establish “a statewide course classification system based upon the federal School Codes for Exchange of Data or a similar course classification system. Each school district and charter school shall map its course descriptions to the statewide course classification system for the purpose of State reporting.” *Id.*

ISAC has established a voluntary electronic transcript initiative for Illinois LEAs to facilitate the submission of transcripts to postsecondary educational institutions and to provide data to ISAC for its scholarship and student assistance programs. To date, 205 public high schools in 95 LEAs and 55 colleges and universities in Illinois participate in the ISAC electronic transcript initiative.

ISBE and ISAC have entered into a Memorandum of Understanding dated November 20, 2009, in order to expand the existing ISAC electronic initiative into a statewide transcript system. ISAC will undertake the procurement and contracting process to select a vendor that will work with ISBE and ISAC to implement the system (“system vendor”). ISAC will be undertaking a procurement for full implementation of the Statewide Transcript System, with an anticipated July 2010 effective date for the new contract. ISBE will exercise its authority under state and federal law, including its authority under the P-20 Longitudinal Education Data System Act, to ensure full participation by all public middle and high schools in the statewide transcript system. In addition, ISBE and ISAC will coordinate activities with ICCB and IBHE, as appropriate, to

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ensure that the transcript data can be accessed and effectively used by all postsecondary educational institutions throughout Illinois.

b. Component 1 Project Elements

i. Statewide Course Classification System

A critical step in the implementation of the statewide transcript system is the establishment of a statewide course classification system for high school and middle school courses. Through a statewide course classification system, Illinois can ensure that student transcript data from multiple LEAs or statewide is standardized for research and policy analyses. While LEAs will be required to cross-walk their local course designations to the statewide course classification system for state reporting, they will still be able to use local course designations for all other purposes. The process for establishing the course classification system must include engagement and participation by a broad range of stakeholders, including representatives of LEAs and postsecondary educational institutions.

For high school courses, Illinois will use the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), provided and supported by the National Center for Education Statistics (NCES). The SCED consists of more than 1,400 secondary school courses, categorized into 22 subject areas. Each school course is further identified by a course description, course level, available credit, and sequence in order to account for differences in rigor and other course variations. For middle school courses, Illinois intends to use a system adapted from and aligned with the SCED, after analyzing other state course classification systems for middle school courses.

ii. Records Capture and Approval

In Illinois, the sophistication of LEA student information systems varies greatly and LEAs collect and transfer information to ISBE data collection systems through various means. As a result, the state is planning to use direct upload of transcript data from SIS to the statewide transcript system. All data uploaded to the State Transcript Repository System will be stored as XML in order to provide for greater ease in transmission to intended parties.

The development of a statewide course classification system will allow for the direct upload of course code, grade, and credit information to SIS from LEAs. Once collected in SIS, transcript data elements will be available for direct upload to the State Transcript Repository.

iii. State Transcript Repository

The State Transcript Repository will be created for the storage of the student transcript data provided by LEAs. The State Transcript Repository will be updated semiannually to ensure that each student's transcript information is current. Safeguards will be put in place to ensure that data transmissions from the State Transcript Repository maintain student confidentiality and comply with federal and state privacy laws. Furthermore, the system vendor will use data

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encryption software to ensure that the secure transmission of the data from SIS to the repository and will provide the necessary safeguards to protect the security of student and institutional data.

iv. Transcript Data Delivery

Transcript data maintained in the State Transcript Repository will be fed to the following locations, strictly following all federal and state privacy laws: i) to ISAC, for scholarship and student assistance programs; ii) to postsecondary educational institutions, for student application and enrollment functions; and iii) to other institutions requiring the collection of student transcript data (e.g., NCAA, independent scholarship entities, etc.). The State Transcript Repository will track all record requests from the initial request to the delivery of the data to the intended recipient.

v. Field Implementation

The Statewide Transcript System will be managed through a Project Management Office, with joint staffing by ISBE and ISAC. In order to ensure the smooth transfer of data from LEAs to SIS, and eventually to the statewide transcript system, the contractual project manager will use field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels and help facilitate the technical connection of each school to SIS. Established in 1995, the Learning Technology Centers assist ISBE with statewide initiatives by supporting Illinois LEAs with hardware and software infrastructure, as well as classroom and teacher readiness for integrating technology in the classroom and curriculum. The Learning Technology Centers have played an integral role in facilitating prior LEA integrations with SIS. The field implementation teams will be coordinated through the SIS project manager, the ILDS project manager, and by the Project Management Office.

Component 2: Integration of Student-level Data with Teacher and Administrator Data

a. Overview

The P-20 Longitudinal Education Data System Act establishes the legal authority for the creation of a statewide teacher identifier system with the ability to match teachers to students. Specifically, the ISBE data warehouse must include a “teacher and administrator identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators.” Public Act 96-0107, Section 15(c)(5).¹

The state plan for establishing a teacher and administrator identifier system with the ability to match students to their teachers will include data collection mechanisms coordinated with the Statewide Transcript System, data collection through SIS, and the use of teacher certification and course code information collected in the ISBE TCIS/ECS and TSR systems. In addition to collecting the necessary data, ISBE will need to address the business rules for establishing

¹ The ISBE TCIS establishes an administrator identifier that links to an individual record in the ISBE TSR, and TSR collects data on administrator assignment at the school level. Therefore, by linking the school-level data in TSR to school-level data in SIS, ISBE can create the administrator/student linkage required by the P-20 Longitudinal Education Data System Act.

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student and teacher linkages to ensure that the data can be used in meaningful ways. ISBE will use data from the redesigned TCIS/ECS and TSR systems to support its collection of teacher and administrator performance evaluation data. Further enhancements to the Teacher Data Warehouse will permit reporting that benefits the state and institutions providing teacher education.

b. Component 2 Project Elements

i. Redesign of TCIS/ECS and TSR

Over the next three years, ISBE will undertake the development of a data warehouse within the agency that will link data across key agency systems. In coordination with the development of the data warehouse, ISBE will redesign the following data collection systems through the ILDS Expansion Project:

- TCIS/ECS–TCIS collects and manages data and processes that support teacher certifications, teacher placement, professional development, and teacher demographic information. ECS is a web portal that allows educators and LEA administrators to access certification information in TCIS.
- TSR–TSR collects position and assignment data for teachers and administrators employed by Illinois LEAs and other local educational agencies.

For most middle and high school students, defining teacher/student linkages requires establishing the connection between students, teachers, and course information. Therefore, implementation of the statewide system matching middle and high school students to their teachers will be implemented in close coordination with the establishment of the Statewide Transcript System. As the course codes are established as part of the statewide transcript system, TSR will be modified to include this course code data for teachers of record who assign letter grades. The student-level course code and letter grade information captured through SIS will then be linked with the teacher-level data included in TSR.

ISBE expects the redesigned TCIS/ECS and TSR applications to be fully deployed by June 30, 2012. However, ISBE will advance the development of the course codes collection process to integrate with the Statewide Transcript System implementation by no later than September 30, 2011, in order to meet all requirements under the State Fiscal Stabilization Fund Phase II application.

When redesigning the TCIS/ECS system, ISBE will seek to create one live, web-based application that is compatible with current technologies used within and external to ISBE. Similarly, the redesign of TSR must create a second live, web-based application that incorporates data interoperability with other entities and systems as a major consideration. Both applications need to allow for real-time data reporting to ISBE and point-in-time data extractions by ISBE and other authorized users. The applications also need to maintain historical data and track all data changes and uploads. The new TCIS/ECS application must be linked via a live connection to the new TSR application to create a new interactive system.

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The new system will include, but not be limited to, web-based educator applications (eliminating the need for paper applications and transcripts); the receipt and filing of electronic educator transcripts; the ability to send, receive, and file documentation via PDF images; the ability to track and monitor receipt of such documentation; enable connection of the educator to his/her preparation program in order to measure how well each institution is preparing educators; allow for printable certificates in a PDF format with a watermark; merge the Professional Development Provider System and the Illinois Administrator Academy Management System to allow for a connection between educator performance and professional development; track educator renewal audits; track mentoring progress for individual educators throughout the year and how the mentoring process affects educator performance; track educators at the point of employment, assignment, and termination; broaden the system to include the tracking of paraprofessionals; and using course codes collected in TSR, link students to their teachers of record that assign letter grades in order to measure teacher effectiveness.

All data collections via the two redesigned web-based applications will be ongoing and the information for all data fields/elements will be kept current by real-time uploads from LEAs and other entities that are required to provide data to ISBE. In addition, the new system will incorporate any statutory or administrative rule changes pertaining to evaluations and certification that are made during FY09 and FY10.

ii. Business Rules for Teacher-Student Linkages

In designing a system to match teacher and student data, ISBE and its partners will need to identify the numerous variables involved in the teacher/school setting and how to address these variables in the teacher-student linkage system. In linking students to teachers and administrators, the proposed system will have to account for such issues as attendance rates, extended teacher leave, and long-term substitute teachers. The system will also need to factor in different instructional strategies, such as grouping, pull-outs, room aides, and team teaching, as well as address nontraditional schools and programs and cooperative arrangements. ISBE must identify and address these obstacles during the planning phase of the teacher-student linkage system in order to produce high-quality data and meaningful reports from this system.

iii. Use of the Redesigned Systems for the Collection of Performance Evaluation Information

In the State Fiscal Stabilization Fund Phase II application, the U.S. Department of Education has established indicators and descriptors relating to teacher/administrator performance evaluation systems so that the data and information on performance ratings, together with the descriptive information on performance evaluation systems, will provide greater transparency on the design and usage of performance evaluation systems. These systems will serve as an important indicator of the extent to which effective teachers are equitably distributed within LEAs and states. While ISBE agrees with the need for greater transparency, ISBE also believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design an LEA survey on evaluation instruments that identifies best practices and directs LEAs to areas for system improvement.

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In order to ensure that LEAs have access to resources to improve their evaluation systems, ISBE will develop a “Performance Evaluation Report and Survey” to solicit best practices and provide LEAs with the tools to implement effective teacher performance mechanisms. ISBE will collaborate with stakeholders and national experts to design and administer the Performance Evaluation Report and Survey, consisting of two separate parts:

- Part I of the instrument will include information addressing all of the State Fiscal Stabilization fund descriptors and indicators relating to performance evaluation information (including the data identified in descriptors (a)(1) and (a)(2), indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7)). Part I will be mandatory for all LEAs.
- Part II of the instrument will include survey questions necessary to assist LEAs with the design and implementation of more valid, reliable, and effective evaluation systems. ISBE believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design a survey on evaluation instruments that identifies best practices and allows LEAs to identify areas for improvement in their local systems. The survey results will be available on a website and linked to tools and resources that can assist LEAs with implementation of improved evaluation systems.

The Performance Evaluation Report and Survey will be administered via the ISBE Web Application Security (IWAS) portal to all LEA superintendents in the state. The IWAS portal will allow the dissemination of a web-based instrument and the necessary authentication and authorization security. Initially, data for the mandatory portions of the Performance Evaluation Report and Survey will be self-reported by LEAs. With the redesign of the TCIS/ECS and TSR applications and the creation of a new interactive TCIS/TSR system, ISBE will require LEAs to submit data for each teacher and principal indicating the summative evaluation rating for each performance evaluation. Data submitted to ISBE through TCIS/ECS on individual teacher and principal ratings can be aggregated at the school and LEA levels and used to pre-populate the mandatory portions of the Performance Evaluation Report and Survey.

iv. Continuing Development of the Teacher Data Warehouse

The Teacher Data Warehouse combines data from Illinois colleges and universities that provide teacher education with teacher service records from ISBE to provide reports that benefit the state and the institutions providing teacher education. For example, the Teacher Data Warehouse produces reports on the progression of students through Illinois teacher education programs and the retention of teachers in the state’s public school system. Data provided by the institutions include demographic and term enrollment information for students formally admitted into the college of education, program and educational objectives for students, and program completion information. Data provided by ISBE include public school employment data and teacher certification information. The University of Illinois collects and maintains the data in the Teacher Data Warehouse. An advisory committee made up of college and university representatives, IBHE, and ISBE provides counsel to the Teacher Data Warehouse.

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Additional development of the Teacher Data Warehouse will lead to better research on how Illinois can move the teacher preparation process from producing “highly qualified” to “highly effective” teachers and to complement statewide efforts to match teacher and administrator preparation to student performance. In addition, development of an updated website will allow institutions to customize reports and permit the public to access or generate appropriate reports. Additional funding will be used to encourage community colleges to submit data on their Associate of Arts in Teaching degree students into the Teacher Data Warehouse. The Associate of Arts in Teaching degree is a recent addition to community college offerings in Illinois and recognizes the growing role community colleges have assumed in the preparation of Illinois teachers.

Component 3: Continued Expansion and Development of Postsecondary Education Data Systems

a. Overview

ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance. ISBE will carry out all activities for Component 3 in close coordination with ICCB and IBHE.

b. Component 3 Project Elements

i. Establishment of and Support for the Higher Education Data Consortium

The higher education boards, college and university systems, and campuses of Illinois have developed numerous student-level unit record data systems over the past several decades as a result of state legislation, federal requirements, accrediting agency requirements, and institutional needs. While the systems have served institutional and agency needs well, they were not designed to be part of a statewide longitudinal data system that enables the state to examine student progress and outcomes across all levels of education, nor have they been inclusive of all higher education sectors and institutions.

Continuing development of the higher education longitudinal data system and its integration into the Illinois Longitudinal Data System is under way as the result of funding from the 2009 IES Grant and the P-20 Longitudinal Education Data System Act. The P-20 Longitudinal Education Data System Act requires IBHE to engage in a cooperative planning process with public and nonpublic institutions of higher education and statewide higher education associations. Beginning on July 1, 2012, the Act also authorizes IBHE to collect and maintain data from nonpublic institutions of higher education in the state that enroll students receiving assistance through the state’s Monetary Award Program. The independent sector is a large and growing piece of the higher education system in Illinois, enrolling more than 308,000 students in fall 2009, compared with 204,000 students at public universities and 380,000 at community colleges.

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The development of the higher education longitudinal data system is being carried out through a committee structure that includes a policy/coordinating council, a data elements advisory committee, a technical group, and a computing subcommittee. At this point, IBHE and the public and private colleges and universities are working toward the creation of a new data-sharing consortium built on the foundation of the Illinois Shared Enrollment and Graduation File that will collect data from all its members and provide the data to IBHE for inclusion in the Illinois Longitudinal Data System. The consortium will develop data definitions that mirror Integrated Postsecondary Education Data System definitions or other nationally recognized definitions, reducing data reporting burden and improving ability to follow students across state lines. The data consortium will also be responsible for overseeing the implementation of secure data transmission, storage, and retrieval procedures.

While the 2009 IES Grant is critical to the success of the expansion of the higher education data system, it is insufficient to meet all of the goals set forth by the state in the P-20 Longitudinal Education Data System Act. For example, current funding supports a full-time project coordinator, but does not address the costs associated with the data consortium beyond very limited funds for legal and technical assistance. To expedite the development process, additional staff is needed, including web developers, database administrators, application programmers, and additional research analysts. Relying on donated time or occasional contractual services for these technical functions will slow development of the data system, particularly the addition of nearly 100 private colleges and universities, and efforts to make the data and reports accessible to researchers, evaluators, and the public.

Through the ILDS Expansion Project, support will be provided to IBHE to establish and operate the higher education data consortium in order to undertake the following activities:

- Modify existing data definitions and collection periods to correspond to nationally used definitions.
- Work with colleges and universities to develop consistent collection processes and appropriate database safeguards for relational databases.
- Develop secondary student ID (to SSN) for tracking students who do not have an ISBE SID, such as returning adults.
- Work with the IBHE Disability Advisory Committee to determine collection processes, data elements, and definitions.
- Undertake research on retention, completion, and employment of students with reported disabilities.
- Work with colleges and universities and ISAC to add student finance data to the ILDS.

ii. Provide Useful and Transparent Performance and Accountability Reporting for Community Colleges and Higher Education

While ICCB and IBHE collect significant data on community college and higher education performance, these data are not currently reported in a manner that is easily accessible and useful for stakeholders seeking to understand key information about postsecondary performance in their community or statewide. Through the ILDS Expansion Project, ICCB and IBHE will develop

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publicly accessible web portals that will provide useful and transparent performance and accountability information for community colleges and institutions of higher education.

Community College Performance and Accountability Reporting

Through the ILDS Expansion Project, ICCB will enhance the data reporting provided through its web portal to include publicly accessible information from the community college system performance/accountability reports and data relating to Perkins IV and Tech Prep performance measures.

ICCB collaborates with the community colleges in the Illinois Community College System to produce performance/accountability reports that document student and institutional advancement and outcomes. The performance report is an accountability initiative that tracks progress achieved over the past year, identifies emerging challenges, and describes strategies for building and sustaining positive change. The Illinois Community College System engages in an array of initiatives to enhance quality and be accountable to internal and external constituencies and stakeholders. The performance report is one substantial component in a multifaceted approach to accountability among community colleges. Measures have been organized in the following categories: Affordability, Attainment, High Expectations and Quality, Economic Growth, Access and Diversity, and Accountability and Productivity. Currently, Attainment measures are locally generated. Multiple statewide initiatives are under way to strengthen P-20 partnerships, including the College and Career Readiness Pilot Project, Dual Credit and Dual Enrollment, the American Diploma Project, and the High School to College Success/Feedback Report. Through these efforts, more standardized Attainment performance measures will be developed. (The performance indicators for the various measures in the performance report are listed in Appendix A.) Publicly accessible data from the performance/accountability reports will provide parents, students, and the general public with useful and transparent performance and accountability information for community college performance at the local level and statewide.

ICCB is also responsible for federal reporting under the postsecondary component of Perkins IV legislation (Core Measures and Tech Prep Measures), which reports to the U.S. Department of Education, Office of Vocational and Adult Education. The ILDS Expansion Project will assist ICCB to increase transparency of federally reported data through the development of complimentary web portals. ICCB will collaborate with ISBE to develop and implement a website for Perkins Tech Prep Consortia and populate it with multiple years of Tech Prep performance measure results. During FY10 (July 1, 2009, through June 30, 2010), ICCB will develop, test, and launch a website with the new Perkins IV Core Measures by college and measure. (The Perkins Core Measure definitions appear in Appendix A.)

Through the ILDS Expansion Project, ICCB, in collaboration with ISBE, will develop a similar website for the Tech Prep measures. Tech Prep follows Career and Technical Education students from the secondary level into postsecondary education. (Tech Prep performance measures appear in Appendix A.) The Tech Prep website will have an additional level of complexity since data will be provided by consortia and individual educational entities that contribute to each consortium (secondary and postsecondary institutions).

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Higher Education Performance and Accountability Reporting

The existing Illinois higher education student unit record databases were not designed to directly inform the public about higher education performance; they were built to supply data to the colleges and universities that supplied data to them in order to assist the colleges and universities with assessment and accreditation activities and to follow their students' progress if they chose to transfer to other participating institutions. External researchers and agencies have been granted access on a case-by-case basis that includes approval by colleges and universities that supply data to the databases. While valuable and necessary, this focus on serving participating institutions has limited the usefulness of the databases for researchers, practitioners at the K-12 and postsecondary levels, and the public.

IBHE has traditionally built its public information and accountability tools around Integrated Postsecondary Education Data System data and other aggregated, descriptive information collected from colleges and universities. These data are presented in a variety of ways on the IBHE website, but the unit of analysis is always an institution or sector. The tools are well-presented and allow for user customization to some extent (i.e., choice of year, sector, institution, degree program, enrollments or completions, race/ethnicity, and gender), but are still quite limited. For instance, it is not possible to generate a report identifying where Latino students from a specific county or LEA begin their postsecondary education studies and how successful they are at a given college or university. Nor is it possible for the public and policymakers to find information quickly on how students transferring from a given community college to a given university have fared in terms of graduation, or how successful students who receive Pell grants or state financial aid tend to be at a given institution.

The development of online reporting tools through the ILDS Expansion Project will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the IBHE website and increase accountability and utility. To accomplish this, business intelligence software will need to be built on top of underlying, secured databases that do not house personally identifiable student information. When completed, users will be able to customize pre-defined reports or query the data on a numerous variables.

iii. Access Public and Private Higher Education Data Nationwide to Better Track Transfer and Concurrent Enrollment

Illinois is one of the largest net exporters of college students in the United States. In fall 2008, more than 27,000 Illinois students—roughly 20 percent of spring 2008 Illinois high school graduates—enrolled as first-time, full-time students at institutions of higher education outside of Illinois. Tracking the educational outcomes of Illinois high school graduates across state lines will give educators a more complete picture of how well they are preparing students. ISBE, ICCB, and IBHE will access and report on nationwide public and private higher education data through i) modifying the currently planned High School Feedback Report to include out-of-state enrollment data, ii) contracting with the National Student Clearinghouse, and iii) pursuing multistate data-sharing collaborations.

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In 2007, the Illinois General Assembly adopted Senate Joint Resolution No. 59, which called for IBHE, ISBE, and ICCB to, among other directives, develop a High School Feedback Report in conjunction with testing services that would better inform high school administrators and education policymakers about students' performance during their first year of postsecondary education and ensure that the High School Feedback Report be available to the public. As a result, ISBE, ICCB, IBHE, the Illinois Shared Enrollment and Graduation File, and ACT (the "High School Feedback Parties") are in the process of creating a High School Feedback Report that will use information from public four-year institutions and community colleges to provide the state with data that will include the number and percentage of students who enroll in an institution of higher education within 16 months of receiving a regular high school diploma. The High School Feedback Report will also include information from private institutions who wish to participate. The High School Feedback Parties anticipate that the first report will be issued in spring 2010. Under the ILDS Expansion Project, the High School Feedback Parties will work toward expanding the students and information included in the High School Feedback Report.

Specifically, the High School Feedback Parties plan to make certain modifications to the report in order to capture the number and percentage of graduating students who go on to attend an institution of higher education, as required by indicator (c)(11) in the State Fiscal Stabilization Fund Phase II application. Currently, the report includes the number of graduates of a particular high school who attend an Illinois public institution of higher education, but it does not include the total number of graduating students from that high school. As a result, in order to provide the number and percentage of graduating students who go on to attend an institution of higher education, the High School Feedback Parties will work with ACT to modify the report to include in the appropriate chart the total number of graduating students from the particular high school. Additionally, the report currently only accounts for students who enroll in an Illinois public institution of higher education in the fall immediately following their graduation from high school. Therefore, the High School Feedback Parties will work with ACT to expand the scope of the report to include high school graduates who enrolled in an institution of higher education within 16 months after high school graduation. For example, the 2010-11 report will be based on 2008 high school graduates and will provide enrollment data for graduates entering a postsecondary institution of higher education during the 2008-09 school year or fall 2009.

As the report contains data only for high school graduates that attend an Illinois public institution of higher education, it cannot provide comparison data for students who attend a private institution of higher education inside or outside of Illinois, nor does it provide any data for those students who attend a public institution of higher education outside of Illinois. Therefore, the report, in its current form, fails to provide data for a large portion of Illinois high school graduates. Recognizing this limitation, the High School Feedback Parties will expand the data collected to include postsecondary institutions outside Illinois. In order to capture this additional data, ICCB, on behalf of the High School Feedback Parties, will contract with the National Student Clearinghouse, which is able to provide these data on a nationwide basis. While ICCB will initially contract with the National Student Clearinghouse to provide these data for in-state private institutions of higher education, IBHE, per the P-20 Longitudinal Educational Data System Act, is developing a process to collect student enrollment data from private in-state institutions of higher education. Once this process is established, IBHE will use its own data for private in-state students.

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IBHE will also lead the efforts of the state education partners to pursue multistate collaborations to share student performance and employment outcome data. To date, IBHE has engaged in preliminary conversations with Midwest Higher Education Compact member states and the Higher Learning Commission. In particular, IBHE will focus on pursuing data-sharing agreements with neighboring states, which tend to enroll most Illinois high school graduates who go out-of-state for college and which employ many Illinois high school and college graduates. With these data-sharing agreements in place, Illinois and its neighboring states can provide joint reports on education and employment outcomes.

iv. Access to Illinois Employment and Earnings data

ICCB will coordinate the efforts of the state education partners to provide access to employment and earnings information through the Unemployment Insurance Wage Records. ICCB has agreements with state agencies involved with the collection of the Unemployment Insurance Wage Records. As the ILDS Expansion Project develops and becomes operational, ICCB will assist in making the necessary connections to expand access to these data and information for university students and graduates and recent high school graduates. Access to these data will be at a heightened level of security to meet partner agency requirements on access and use.

Component 4: Expansion of Early Childhood Data Collection Systems

a. Overview

The Illinois longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

The plan for expanding the Early Childhood Data Collection System was developed from recommendations by the Early Childhood Data Work Group, a work group of the Executive Committee of the Illinois Early Learning Council and the Early Learning Council Infant and Toddler Monitoring work group. The Early Childhood Data Collection System will be expanded to allow for:

- Data collection on children from birth to five who are receiving state- or federally funded early childhood services;
- Data collection on programs serving children from birth to five who receive state or federal funds, including data on practitioners working in these programs;
- Varying levels of user access to system information; and
- Integration of currently used data systems (care and education, health, child welfare, etc.).

Currently, the Early Childhood Block Grant funds programs for children from birth to five, but ISBE collects data through SIS only on children at ages three and four who are enrolled in the state Preschool for All and PreK At-Risk programs. Through the ILDS Expansion Project, ISBE

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will expand the data collection system to ensure that the system is able to capture information on all of the state-funded programs in Illinois serving children from birth to five.

b. Component 4 Project Elements

i. Project Planning and Development

Data on children in state-funded preschool and special education early childhood programs are included in SIS. Preschool children are assigned a SID upon enrollment. In order to achieve a data system that will gather recommended data elements on children from birth to five, ISBE plans to assign children enrolled in state-funded infant and toddler programs (Prevention Initiative) a SID when they enroll in center-based programs or home visiting services funded by the Early Childhood Block Grant. Additionally, ISBE will add data elements to SIS in order to collect the information on infants, toddlers, and preschoolers, as well as the programs that serve them. ISBE will expand its current contract with the SIS vendor to assist ISBE with integrating infants and toddlers into SIS, and creating recommendations for integrating into SIS additional data elements on young children enrolled in Illinois programs funded by the Early Childhood Block Grant.

ii. System Design and Implementation

ISBE, in conjunction with the SIS vendor, will design and implement an Early Childhood Data System, with the following conditions and specifications:

- Assign SIDs to infants and toddlers in programs funded by the Early Childhood Block Grant;
- Design and implement the data collection plan for children from birth to three (within the structure of SIS), which would include identification of missing data elements, identify those elements currently missing not being collected, and create common standards and definitions for data elements;
- Add the recommended data elements to SIS and ensure that integration into SIS is complete;
- Ensure that processes are in place to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs available in Illinois, including preschool programs;
- Make changes to the system based on preliminary analysis of how well the system is able to address the needs identified by ISBE and recommended by applicable work groups;
- Create and implement training and technical assistance plans for agencies that will be contributing data to system, which would include training sessions before system implementation and ongoing technical assistance;
- Identify and respond to problems that may arise in collecting recommended data; and
- Design a plan and budget for ongoing system maintenance.

In addition, for children in preschool programs, ISBE, through its contract with the SIS vendor, will research and integrate additional data elements that will contribute to improving the quality of services provided to children through such programs. This process will include:

- An analysis of currently collected data elements and creation of a “cross-walk” between what is collected and elements that have been recommended to create a final list of elements to be added to the system;

