U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS
CFDA # 84.372A
PR/Award # R372A090053
Grants.gov Tracking#: GRANT10076357

Table of Contents

Forms

Narratives

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

Application for Federal Assistance SF-424
Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 09/25/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Michigan Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 386000134

* c. Organizational DUNS: 805336641

d. Address:

* Street1: P.O. Box 30008

Street2:

* City: Lansing

County:

* State: MI: Michigan

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 48909

e. Organizational Unit:

Department Name: Center for Educational Perform

Division Name:

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

Prefix: Dr.

* First Name: Margaret

Middle Name:

* Last Name: Ropp

Suffix:

Title: Director, Center for Educational Performance

Organizational Affiliation: Michigan Department of Education

* Telephone Number: (517)241-2374

Fax Number:

* Email: roppm@michigan.gov

Application for Federal Assistance SF-424
<div align="right">Version 02</div>

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

* 12. Funding Opportunity Number:

ED-GRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

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

State of Michigan

* 15. Descriptive Title of Applicant's Project:

New Bridges

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424   Version 02

16. Congressional Districts Of:

* a. Applicant   `mi-008`   * b. Program/Project   `mi-all`

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

| | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: `04/01/2009`   * b. End Date: `03/31/2012`

18. Estimated Funding ($):

* a. Federal	5,517,228.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	5,517,228.00

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

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on   `09/25/2008` .

☐ 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   Explanation

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:	
* First Name:	Michael
Middle Name:	
* Last Name:	Flanagan
Suffix:	
* Title:	Superintendent of Public Instruction
* Telephone Number:	(517) 373-9235
Fax Number:	(517) 335-4565
* Email:	chartrandm@michigan.gov
* Signature of Authorized Representative:	Michael Flanagan
* Date Signed:	09/25/2008

Authorized for Local Reproduction   Standard Form 424 (Revised 10/2005)

Prescribed by OMB Circular A-102

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.

Application for Federal Assistance SF-424

Version 02

* Applicant Federal Debt Delinquency Explanation

| Name of Institution/Organization: | Applicants requesting funding for only one year should complete the |
| Michigan Department of Education | 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	$ 30,000	$ 30,000	$ 30,000	$ 0	$ 0	$ 90,000
2. Fringe Benefits	$ 12,500	$ 12,500	$ 12,500	$ 0	$ 0	$ 37,500
3. Travel	$ 1,247	$ 1,247	$ 1,247	$ 0	$ 0	$ 3,741
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 2,600	$ 600	$ 600	$ 0	$ 0	$ 3,800
6. Contractual	$ 943,340	$ 1,898,341	$ 2,519,041	$ 0	$ 0	$ 5,360,722
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 3,700	$ 3,700	$ 3,700	$ 0	$ 0	$ 11,100
9. Total Direct Costs (lines 1-8)	$ 993,387	$ 1,946,388	$ 2,567,088	$ 0	$ 0	$ 5,506,863
10. Indirect Costs*	$ 3,301	$ 4,357	$ 2,707	$ 0	$ 0	$ 10,365
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 996,688	$ 1,950,745	$ 2,569,795	$ 0	$ 0	$ 5,517,228

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2008 To: 9/30/2009 (mm/dd/yyyy)

Approving Federal agency: **[X]** ED **[ ]** Other (please specify): _____

(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)?

ED Form No. 524

U.S. Department of Education

Washington, D.C. 20202-5335

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Application for Federal Assistance SF-424 — Version 02

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386000134	805336641

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Street2:
* City: Lansing
County:
* State: MI: Michigan
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 48909

e. Organizational Unit:

Department Name:	Division Name:
Center for Educational Perform	

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

Prefix: Dr.
* First Name: Margaret
Middle Name:
* Last Name: Ropp
Suffix:

Title: Director, Center for Educational Performance

Organizational Affiliation:

Michigan Department of Education

* Telephone Number: (517)241-2374	Fax Number:

* Email: roppm@michigan.gov

Application for Federal Assistance SF-424   Version 02

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Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

OMB Number: 4040-0004

Expiration Date: 01/31/2009

Application for Federal Assistance SF-424
Version 02

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* a. Applicant   mi-008

* b. Program/Project   mi-all

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☒ ** I AGREE

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

Authorized Representative:

Prefix:

* First Name: Michael

Middle Name:

* Last Name: Flanagan

Suffix:

* Title: Superintendent of Public Instruction

* Telephone Number: (517) 373-9235

Fax Number: (517) 335-4565

* Email: chartrandm@michigan.gov

* Signature of Authorized Representative: Michael Flanagan

* Date Signed: 09/25/2008

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Standard Form 424 (Revised 10/2005)

Prescribed by OMB Circular A-102

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424	Version 02

* Applicant Federal Debt Delinquency Explanation

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(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? **[X]** Yes **[ ]** No
(2) If yes, please provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2008 To: 9/30/2009 (mm/dd/yyyy)

    Approving Federal agency: **[X]** ED   **[ ]** Other (please specify): _____
(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)?

ED Form No. 524

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004
		Expiration Date: 06/30/2005

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 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

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

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

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

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

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

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

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

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

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

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

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

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

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

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Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

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

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

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

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Michael Flanagan	Superintendent of Public Instruction
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Michigan Department of Education	09/25/2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract ☒ b. grant ☐ c. cooperative agreement ☐ d. loan ☐ e. loan guarantee ☐ f. loan insurance	☐ a. bid/offer/application ☒ b. initial award ☐ c. post-award	☒ a. initial filing ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime   ☐ SubAwardee

*Name: n/a

*Street 1: n/a   Street 2:

*City: n/a   State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

n/a

7. * Federal Program Name/Description:

Statewide Data Systems

CFDA Number, *if applicable:* 84.372

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: *First Name: n/a   Middle Name:

*Last Name: n/a   Suffix:

*Street 1:   Street 2:

*City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: *First Name: n/a   Middle Name:

*Last Name: n/a   Suffix:

*Street 1:   Street 2:

*City: State: Zip:

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 the 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.

* Signature: Michael Flanagan

*Name: Prefix: *First Name: Michael   Middle Name:

*Last Name: Flanagan   Suffix:

Title: Superintendent of Public Instruction   Telephone No.: (517) 373 9235   Date: 09/25/2008

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

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* APPLICANT'S ORGANIZATION

Michigan Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: *** First Name:** Michael   Middle Name:

* Last Name: Flanagan   Suffix:

* Title: Superintendent of Public Instruction

* SIGNATURE: Michael Flanagan   *** DATE:** 09/25/2008

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Margaret		Ropp	

Address:

* Street1: P.O. Box 30008

Street2:

* City: Lansing

County:

* State: MI: Michigan

* Zip Code: 48909

* Country: USA: UNITED STATES

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

(517)241-2374

Email Address:

roppm@michigan.gov

2. Applicant Experience:

Novice Applicant   ☐ Yes   ☐ No   ☒ Not applicable to this program

3. Human Subjects Research

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

☐ Yes   ☒ No

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

☐ Yes   Provide Exemption(s) #:

☐ No   Provide Assurance #, if available:

Please attach an explanation Narrative:

[Add Attachment]   [Delete Attachment]   [View Attachment]

Project Narrative

Abstract Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **1234-Michigan_Abstract.pdf**

Abstract

New Bridges: Building Michigan's Capacity for a Longitudinal P-20 and Workforce Data Decision Support System

The scope of the work outlined in Michigan's grant application is focused on developing an automated analytical data store and reporting infrastructure, as well as building the capacity to add postsecondary data, workforce data and e-transcript system enhancements to its student data system. Building on work partially supported by a SLDS 2005 grant, Michigan proposes a blend of three foundation and seven expansion activities.

Foundation activities include:

1   Complete a requirements gathering report detailing longitudinal data decision support needs including performance measures and important disaggregating characteristics identified by local education agency (LEA) leaders and educators, state program administrators and state policymakers to move beyond minimal compliance toward decision support reporting.

2   Create longitudinal data marts and online analytical processing (OLAP) cubes from P-12 student data to create an efficient analytical data store system by automating current manual processes.

3   Dynamically update reports that allow LEA leaders and educators, state program administrators, policy makers and the public to select report parameters.

Expansion activities include:

1   Complete requirements gathering report of postsecondary institution and LEA pilot partners to determine student data items to exchange, federal and state reporting requirements that could be met more efficiently, how linkages with higher education data can be made at each institution, and a funding model to support changes to postsecondary systems.

2   Create data governance, model policies, agreements and memoranda of understanding to support connecting P-20 student and workforce data in a manner that clearly articulates the appropriate uses of data, analyses and reports, while protecting individuals' rights and privacy.

3   Expand the P-12 Unique Identification Code (UIC) Web service and online interface to postsecondary, state workforce and student financial aid systems.

4   Develop a prototype of P-20 longitudinal student analytical data store that adds postsecondary student and financial aid data to the Michigan Student Data System (MSDS) P-12 data collection system.

5   Develop a prototype of an education and workforce longitudinal analytical data store connecting available state workforce data and the longitudinal P-20 student and financial aid analytical data store.

6   Develop prototype reports for postsecondary leaders, state administrative users, policy makers, and the public, including improved federal reporting for the Carl D. Perkins Tech Prep federal grants, as well as secondary transition services under IDEA.

7   Add enhancements to a basic electronic student transcript service to standardize core transcript data fields and course names to national standards, exchange UICs and student academic and enrollment information across educational settings, and provide curriculum "audit" functionality.

All of these activities are proposed to answer policy questions that will allow Michigan to strategically target its resources to achieve the Governor's goal of doubling the number of Michigan residents with degrees and other postsecondary credentials of value in order to transform its economy.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1239-Project Narrative.pdf**

A) Need for the Project

Summary of Current Status: In 2000, the Center for Educational Performance and Information (CEPI) was created as a temporary two-year agency by Executive Order to oversee the State collection of education data. During 2001-2002, the following databases were created: the Single Record Student Database (individual student data), the Registry of Education Personnel (individual personnel data), the School Code Master directory of K-12 educational entities, the School Infrastructure Database (school-level crime and safety data), and a revised Financial Information Database was released in 2004. At the end of its temporary status, CEPI became a unit of the State Budget Office.

CEPI is statutorily authorized by the Legislature to coordinate the collection, management and reporting of all data required by state and federal law from K-12 educational entities in the most efficient manner possible in order to reduce the administrative burden on reporting entities. Its multi-agency partnerships include the Michigan departments of Corrections, Education (MDE), Information Technology (DIT), Labor and Economic Growth (DLEG), Community Health (DCH), and Treasury, as well as intermediate and local school districts.

In 2004, Governor Granholm charged the Lt. Governor's Commission on Higher Education & Economic Growth to identify strategies to double the number of Michigan residents with degrees and other postsecondary credentials of value. Recognizing that the state must be able to monitor progress toward the Governor's goal, as well as disaggregate information that would help all stakeholders improve their contributions to Michigan's education system, the Commission recommended that the State develop an interagency data-sharing arrangement in order to create a comprehensive K-12, higher education, and workforce statewide education data system. CEPI was assigned this task.

In 2005, as part of a Council of Chief State School Officers initiative, the CELT Corporation conducted a review of Michigan's existing education information infrastructure and its ability to meet the data collection and reporting requirements of the federal Elementary and Secondary Education Act (ESEA) reauthorized as "No Child Left Behind (NCLB)". The review found the MDE and CEPI in need of "staffing, funding levels, and decision support systems and tools required to support Michigan's LEAs in realization of the state's educational goals for its students." [1] As a result of this finding, the MDE and CEPI shared a partnership in the Decision Support Architecture Consortium (DSAC) Phase I process that resulted in a high-level blueprint that continues to provide direction for developing Michigan's education data system. The report called for 11 projects to create a comprehensive education data decision support system (DSS), of which six are related to the State's longitudinal student-level data system:

Summary Status of DSAC Projects

Michigan Student Data System (MSDS) and Educational Entity Master (EEM) directory upgrades - Upgrade the student-level data system to ensure the universal adoption of unique identifier codes (UIC) among all State systems of record and to embrace students pre-K to 20 and possibly,	In progress: **Partially supported by SLDS 2005 federal grant.** Working with vendor on iterative project development. Fall 2008 deployment of EEM, Fall 2008 deployment of MSDS Phase I and summer/fall 2009 deployment of Phase II.

[1] CCSSO/CELT Decision Support Architecture Consortium (DSAC) (2005). The State of Michigan Decision Support Solutions Report

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educational personnel.	
<u>User Identity Management</u> - Development of a centralized security application for user identity management.	<u>In progress:</u> **Partially supported by SLDS 2005 federal grant.** Successfully piloted on existing applications. Fall 2008 rollout expected with EEM and MSDS deployments.
<u>Education Data Gateway</u> - Develop an application that offers Web-based services for: ● The secure exchange of educational data between reporting entities and the State. ● Existing data upload/download applications. ● Access control to various data marts and reports, identity management interfaces.	<u>In progress:</u> **Partially supported by SLDS 2005 federal grant.** ● EEM to provide foundation for public and secure data gateway access. Fall 2008 rollout expected. ● Title II D – "Data for Student Success" (D4SS) grant has enabled ISD/LEA partners to pilot secure reports and related professional development for school district use in improving student achievement. Continuing to expand availability.
<u>Architected Platform for DSS</u> - Comprehensive set of business and technical requirements for an end-to-end decision support system based on national architectural frameworks and standards.	<u>Interim partial solution in progress:</u> **Further work proposed for SLDS 2008 funding.** ● Interim solution is development of small data marts for specific longitudinal data sets such as cohort graduation data and some assessment data, as well as local reports piloted as part of D4SS project. ● Full warehouse design on hold pending complete requirements gathering and funding.
<u>Data Warehouse/Data Mart Platform</u> - Implement a data warehouse to retain historical data on student demographics, student assessments, discipline, dropouts, financial information, teacher certification, grants and program information that can be used to drive student performance decisions at the classroom and student level. Design to incorporate teacher information and class schedules in future.	<u>Interim partial solution in progress:</u> **Further work proposed for SLDS 2008 funding.** ● Interim solution is development of small data marts for specific longitudinal data sets such as cohort graduation data and some assessment data, as well as local reports piloted as part of D4SS project. ● Full warehouse design on hold pending complete requirements gathering and funding.
<u>Data Reporting and Analysis Platform</u> - Enhanced reporting capabilities to State agencies and school districts to analyze and report data from the warehouse.	<u>Interim partial solution in progress.</u> **Further work proposed for SLDS 2008 funding.** ● Interim solution is development of small data marts for specific longitudinal data sets such as cohort graduation data and some assessment data, as well as local reports piloted as part of D4SS project. ● Using SAS to analyze data and SQL Reporting Services as an interim reporting solution.

In order to implement the DSAC plan for the complete DSS, Michigan had to rebuild the core software application that collects student-level data. Michigan's primary deliverables for the first SLDS grant were the development of: a) the new integrated Michigan Student Data System (MSDS), b) an automated "Web service" that unifies the assignment and maintenance of UICs for P-12 students across systems of record, c) selected EDEN/EdFacts data files and reports, and d) a secure user identity management system that replaces a legacy system with a more secure "single sign-on" application. Aligning student data collection times with state and federal reporting requirements will result in the reduction of duplicative data reporting by local district staff to various source systems at different times. In addition, Michigan's SLDS tri-state partnership with the states of Minnesota and Wisconsin provided information about best practices that were referenced in developing the longitudinal cohort graduation and dropout rate reports, as well as a data dictionary that the MSDS vendor is populating with data definitions in the current development process.

There are also two important national educational data initiatives that guide Michigan's long-range planning: a) The Data Quality Campaign's (DQC) Essential Elements and Fundamentals of a P-12 Longitudinal Data System[2] and b) the State Higher Education Executive Officers' (SHEEO) Ideal State Postsecondary Data System 15 Essential Characteristics and Required Functionality (See Appendix A). As of the 2007 survey, Michigan had five of the ten DQC's Essential Elements, and our SLDS 2008 grant proposal will help us meet the following additional elements:

DQC'S Essential Elements Addressed by Proposed SLDS 2008 Funding

#6	Student-level transcript information, including information on courses completed and grades earned
#7	Student-level college readiness test scores
#9	The ability to match student records between the P-12 and higher education systems

Our SLDS 2008 proposed expansion activities will assist us in gathering the requirements for and developing pilot processes with our postsecondary partners for the following SHEEO ideal postsecondary system characteristics and functionality:

SHEEO Ideal Postsecondary System Elements Addressed by Proposed SLDS 2008 Funding

	Student Data
#1	A Unique Statewide Student Identifier
#2	Student-Level Enrollment, Degree Completion, and Demographic Data for All Public Colleges and Universities.
#3	Student-Level Financial Aid Data.
#4	Student-Level Transfer Data.
#5	Student-Level Persistence and Graduation Data.
	Course Data
#6	Student-Level Remediation Data and Developmental Education Participation and Success Data.
#7	Student-Level Course/Transcript-Level Data.

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[2][http://www.dataqualitycampaign.org/]

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#9	Privacy Protection for All Individually-Identifiable Student Records.
#10	The Ability to Match Student Records with Data on K-12 Educational Activities.
#11	The Ability to Match Student Records with Data on Employment.
#12	Inclusion of Independent and For-Profit Institutions of Higher Education.
#15	Alignment with Broader State Goals, Demonstrated Usability and Sustainability.

Michigan needs to demonstrate continued progress in meeting these national benchmarks because they are increasingly being used by public and private funders as prerequisites for tracking the impact of grant activities and interventions on student success.

In summary, the scope of work outlined in our grant application is focused on developing an automated analytical data store and reporting infrastructure, as well as building the capacity to add postsecondary and workforce data and e-transcript system enhancements to the student data system. The design of the 2008 SLDS grant opportunity, will provide the critical next steps for *foundational activities* that will build the handful of our static P-12 longitudinal prototype reports into a P-12 SLDS "system." The *expansion activities* supported by the new SLDS grant will allow Michigan to develop the capacity to gather requirements, enhance the use of e-transcripts and build a prototype of a P-20 education and workforce data reporting system with our postsecondary partners.

The State of Michigan remains committed to providing institutional support for a SLDS system, despite the limited availability of state financial resources. In fiscal year 2009, the *Legislature has provided some additional funding for enhanced staffing, infrastructure and hosting costs associated with maintaining the more robust MSDS and EEM systems built with support from the SLDS 2005 grant. The largest portion of the increase has been reserved to purchase an e-transcript system. The Legislature also clarified that CEPI is authorized to coordinate the electronic exchange of student records for students from preschool through postsecondary education, as funds are available.*

I. Needs and Uses – Limitations: Michigan currently has no capacity to track individuals as they move in and out of educational settings and the workplace. Although the newly enhanced UIC Web service for P-12 has been built with the flexibility to connect future modules of postsecondary, other state agency, and educational licensure data, the requirements for these modules have yet to be explored and require design, development and implementation work to become a reality. Without the expansion activities proposed in this grant, Michigan is unable to find answers to the following questions that are critical to its future:

- How can data about levels of student support and how it changes over time inform policy that improves student progression and degree completion?
- What are the high impact longitudinal analyses that will enable Michigan to measure progress toward its goal to double the number of Michigan residents with degrees and other postsecondary credentials of value?
- How can unit record data be used to disaggregate performance measures to determine what is working for whom?
- How can relationships be built among P-12, community colleges, four-year institutions, business and industry and state government to identify and eliminate gaps in the education and workforce pipeline?
- How can measures of remediation placement and developmental education participation inform policy and identify effective practices?

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- What can be done to align and link the expectations for postsecondary success and the workforce with the preparation of students in K-12 schools?
- What are important measures of student progression and success beyond the traditional counts of degree completion, and what reports will maximize the usefulness of those measures for decision making?
- How can individual-level data be used to help Michigan strategically target policy and resources to transform its economy by improving the education and training of its citizens?

In addition, the P-12 student data are limited to manually-generated comparisons of assessment data and cohort graduation rates to comply with federal reporting requirements. We have not yet explored other possible student cohorts, or combinations of longitudinal student data that would be useful to teachers and administrators for decision support at the classroom, building, district and state levels, such as the effects of program participation, mobility, course-taking patterns, retention and the multiple other factors that can be derived from the state's compliance data.

Gains: By automating the development of multidimensional databases and their associated reports from the prototype models in place now, Michigan's proposed foundation activities will increase the speed and quality of the required assessment and cohort graduation longitudinal calculations for both federal reporting and educators. In addition, we will be able to provide new longitudinal analyses and reports to educators and stakeholders that have been identified as delivering high-impact information through the requirements gathering process. Our proposed expansion activities will build the relationships and capacity in Michigan to begin answering the important policy questions listed above. By developing and extending the UIC to other systems of record, postsecondary and workforce databases and standardizing the e-transcript system to include the UIC, Michigan will be able to follow students through important transitions in and out of the lifelong education pipeline and workforce.

II. Governance – Limitations: As part of the DSAC plan and the SLDS 2005 grant, CEPI established a collaborative education data governance process that includes the eight state agencies listed at the beginning of the narrative. These are all agencies that either collect data from educational providers or use educational data for state or federal reporting. The current data governance structure includes the Data Policy Committee (DPC), who are high-level decision makers for the agencies, and the Data Managers Working Group (DMWG), who are agency data and program managers. The DPC is charged with setting the collective vision for the state's DSS, asking the DMWG to conduct research on best practices, recommend solutions, and resolve differences among partners that are escalated from the DMWG. To date, the focus of the data governance process has been to a) develop and approve model policies, b) work collaboratively to design and implement the new applications being developed with SLDS 2005 support, and c) engage in the process of reducing duplication data collection by implementing the shared vision of "Collect once, store once and use many times." The current process has two significant limitations: a) Michigan has not expanded the educational data conversation to postsecondary and workforce systems maintained by educational institutions and b) the current membership includes only state agency partners.

Gains: Our proposed grant activities will expand the data governance structure to include representatives from local education agencies (LEAs), postsecondary institutions and important education associations identified through the requirements gathering process. The requirements gathering reports proposed in our SLDS 2008 grant will enable us to develop a common understanding of data ownership, management, confidentiality and access with these new

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postsecondary partners and write the model policies and agreements needed to facilitate secure data sharing while protecting individual privacy, similar to documentation we have in place for state and P-12 partners. Decision-making and issue resolution protocols have already been established in the state data governance process, and we will leverage those processes with our expanded partners and modify as needed.

III. Institutional Support – Limitations: Whereas other states experienced a rebound after the recession several years ago, Michigan's economy has continued to struggle. The Legislature has funded increases to help CEPI make incremental steps toward accomplishing the DSS Master plan. In addition to financial limitations, Michigan is also in the very infancy of exploring relationships that link P-12 with postsecondary education. Michigan's four-year institutions are constitutionally independent entities, and there is no single body that provides governance or oversight. As in other states, there is a high level of anxiety and concern about sharing data and how they will be stored, maintained and used in reports and analyses. From the state perspective, the agencies that participate in the educational data governance process have also delayed conversations about data sharing between postsecondary and workforce data sets pending the funding needed to move those initiatives forward.

Gains: The careful gathering of requirements and the pilot/prototype processes proposed in the SLDS 2008 expansion activities are designed to create a "safe place" for postsecondary institutions to have conversations about collaboration, develop model policies and create agreements for sharing data. These models will clearly define the scope of the sharing efforts and articulate specifically how the data will be used so that all parties feel comfortable that data will not be used for purposes other than those stated in the agreements. Requirements gathering will help the expanded *Data Policy Committee* develop a roadmap for using educational data to build bridges across the lifelong education continuum. Most of the *DPC agencies* have contributed the time of their staff members as in-kind support to participate in both the foundation and expansion activities as shown in the project staffing table in section F, Project Personnel and Resources and Appendix A. The *presidents of three community colleges* have stepped forward to commit their team members (e.g., financial aid, admissions and registration, IT/data, institutional research and other units) to participate in the pilot projects to develop a collaborative path that demonstrates the win-win potential of data sharing. Each of these community colleges has already established a data sharing *relationship with at least one LEA in their service area,* and the expansion activities are designed to include other regional LEAs. Through the proposed report of requirements gathering, project partners will identify the people and resources needed to implement changes to software systems and participate collaboratively with P-12, state agencies, and other postsecondary partners.

In addition, *MDE has committed* to exploring data sharing relationships with the four-year teacher preparation institutions for which it has accreditation responsibility. A major purpose of the "Research Collaborative" is to develop educational research that is relevant state policy. One of the components of the "Research Collaborative" will be to determine the requirements for extending the UIC to students in teacher preparation programs. MDE will also collaborate on the effort needed to develop standard course-naming conventions and core data elements (including the UIC) that can be exchanged via the e-transcript solution.

Since 2005, CEPI *has demonstrated strong institutional commitment* by re-organizing to include a longitudinal data unit in 2006, and hiring a manager and one staff member. Another full-time staff member has been approved for hire at the end of 2008 to continue building capacity for support. *The Michigan Legislature* has also expressed support to expand

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development of a comprehensive preschool through postsecondary student data system that will allow analysis of student-level educational data to ensure that Michigan's education and training systems are preparing students for success in their adult careers by requiring state universities to submit a report regarding steps that have been taken toward and challenges associated with development of student-level data that could be submitted to CEPI.[3]

IV. Sustainability – Limitations: Michigan's experience in building the foundations for DSS projects illustrated a significant limitation in moving from compliance to decision support. Almost all of the federal and state funding for data collection and reporting has been focused on compliance, and it has been difficult to generate additional funding for concepts that may take years to procure, develop, and implement with appropriate training. The need for decision support increases with each year of ESEA/NCLB accountability, but our state is struggling to find the extra resources needed to meet the requirements of complete EDEN/EDFacts reporting.

Gains: The foundation activities designed to automate the process of building the analytical data stores and their associated business rules will free up significant time for data analysts who currently run manual queries to work on decision support products. Building a data dictionary and embedding associated business rules in the analytical data store will also enable the data quality analysts at CEPI to more quickly and accurately validate longitudinal analyses. The proposed project staffing and resources demonstrates the commitment of personnel in the MDE program offices, the CEPI longitudinal data unit, and the CEPI data quality specialists who lead the EDEN/EDFacts and CCD submission team. This will result in cost savings for the state and increase the speed, quality and quantity of longitudinal data and reports available to education stakeholders. Working with DIT, CEPI has leveraged state general funding to provide an expandable infrastructure at the state's secure hosting center for development, quality assurance/testing and production environments for its databases and applications. The infrastructure is designed to scale as needed, and CEPI is committed to continued support for additional longitudinal data needs. CEPI has also built a strong partnership for training with the Michigan Institute for Education Management (MIEM), the training and professional development arm for many of the state's education associations. If funded, CEPI plans to expand the training provided with MIEM using the NCES Forum Curriculum for Improving Education to include longitudinal data and reports. CEPI and MDE have also partnered with Intermediate School Districts (ISDs) to develop the Data for Student Success (D4SS) suite of prototype "Dynamic Inquiries" and associated professional development around state assessment data. These base reports are available to educators (teachers and administrators) through secure identity management. Our proposed foundation reporting deliverables will be integrated into this structure, and we would expand the site to include public access to aggregated data and reports.

V. Federal Reporting – Limitations: When CEPI creates a report or data set such as the on-time four-year adjusted cohort graduation rate required by the No Child Left Behind Act of 2001, our current process is to have staff members develop a set of queries that generate a table or tables containing a subset of the data needed to fulfill the request from the archived data submissions stored by collection date (archival data store). Next, further queries are created to calculate any data elements that are not collected directly from the districts (e.g., "Cohort Year" or "Cohort Status") and to store these data in a data mart. Additional queries are created to calculate from the data mart, summary-level data or "aggregations" that fulfill the request, such as the graduation and dropout rates. If multiple versions are required such as by building or by subgroup, etc., then multiple sets of queries need to be created and the results stored in the data

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Public Act 212 of 2008[3]

marts. From these aggregated summary tables, report definitions are created to format the data and make it available to end users.

This process is very manually intensive work that requires many hours of labor by a database administrator and a specialist who develops the queries and tables. When a rule used to determine a status or calculate an aggregated result needs to be modified, the database administrator (DBA) and query specialist must review many different queries where the rule is applied and then make the necessary changes. Often, the same data elements are stored multiple times in multiple versions making it difficult for analysts to identify which table holds the data needed. Flexibility in reporting multiple levels (e.g., by ethnicity and gender) requires re-coding the queries to generate those aggregates and apply the rules.

In addition, Michigan also faces limitations in the ability to provide consistent quality reporting for the Carl D. Perkins Tech Prep grant core performance indicators that MDE is required to submit on behalf of the postsecondary Tech Prep recipients. The exchange of data about students who are Career and Technical Education (CTE) concentrators between the secondary and postsecondary institutions experiences three significant challenges: a) challenges with policy affecting the exchange of data, b) processes for submitting data to MDE for federal reporting, and c) consistent tracking of students as they transition from K-12 to postsecondary.

Michigan's limitation in tracking students with a single unique identifier from K-12 to postsecondary is also an issue for reporting to the US ED Office of Special Education Programs (OSEP) on State Performance Plan Indicator 14, Post High School Outcomes under the Individuals with Disabilities Education Act (IDEA) Part B. Without a common identifier across systems, Michigan's current efforts to follow students is labor intensive and requires multiple attempts using different processes to determine the "Percent of youth, who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both within one year of leaving high school."

Gains: Michigan seeks to build a "system" that begins with a) the same archival data store, and then adds b) an automated process to extract, transform, and load (ETL) data into specific-purpose data marts upon which c) Online Analytical Processing (OLAP) cubes are built to perform the aggregations in a single location so that as rules change, they are changed in the cube definitions. In addition, OLAP cubes enable simple queries to be developed that allow views of aggregations by multiple dimensions (e.g., by gender, ethnicity, and other subgroups) in a short amount of time. This model exponentially increases the speed and efficiency of the custom report development cycle against datasets and aggregates that have already been created. Using the OLAP cube and data mart structure, Michigan will be able to minimize the amount of storage required for duplicated data and the need to keep multiple versions of data elements synchronized with each other. This will result in cost savings for the state and increase the speed, quality and quantity of longitudinal data and reports available to education stakeholders. In short, building the foundational capacity to automate longitudinal reporting will enable Michigan to more quickly and accurately measure the progress of students and schools over time as required by NCLB, and make those results more transparent and accessible to all stakeholders.

Extending the use of the UIC to postsecondary and workforce systems will greatly increase Michigan's ability to comply with reporting obligations for federal programs with measurable outcomes that require tracking individual students across important transitions, such as those required by Perkins and OSEP reporting.

VI. Privacy Protection and Data Accessibility – Limitations: Michigan's P-12 data system is maintained primarily to support state or federally required reporting. Through

Michigan's D4SS project prototype reports, we have been able to provide access to a limited number of educators as the project partners (state and ISDs) incrementally build the capacity to expand the professional development support structure. Access to the state's data by researchers is even more limited. Because of the time-intensive nature of running queries to create and validate data sets manually, CEPI and MDE do not have enough skilled resources to manually create custom data sets that have been de-identified for use by external researchers.

Gains: The automated processes we would design through the foundation and expansion activities for the analytical data stores and reporting will allow us to provide de-identified data to researchers and increase the value of these data to inform policy and practice. The requirements gathering reports will generate the model policies and agreements among P-12 and postsecondary partners and state agencies so that high-impact data sharing can be supported while protecting the privacy of individuals. These policies will clearly articulate what data will be accessible, to which users, and for what purposes. CEPI works frequently with representatives from the Attorney General's office on interpreting state (SSN Privacy Act 454 of 2004, Identity Theft Protection Act 452 of 2004, as amended) and federal privacy statutes including FERPA, and they will continue to provide guidance in interpreting these laws to ensure privacy. Finally, modifying and extending the UIC Web services to other state agency systems of record and postsecondary institutions will provide a consistent identifier that allows the SSN to be used only when required for authentication purposes to reduce the risk of SSN exposure.

VII. Data Quality –Limitations: Each state agency maintains separate policies and application controls for their data and applications currently. These are business or program unit-level controls. DIT maintains the information technology controls for security and quality of data. CEPI's "Michigan Education Information System Data Access and Management Policy" applies only to CEPI applications, and there are multiple agencies that collect and store data gathered from education institutions with no common policies. In addition, the focus of Michigan's current capacity on data submissions for compliance reporting has resulted in a significant gap in the CEPI/MIEM implementation of the Forum Curriculum for Improving Education Data. While the development of the MSDS student data collection system will improve the timeliness, security and accuracy components of the Forum's "Culture of Quality Data," Michigan is currently unable to provide all districts with their own longitudinal data and reports to demonstrate the "utility" of data, which is the fourth data quality component.

Gains: The requirements gathering deliverables proposed in both the foundation and expansion activities will develop standard data definitions loaded into the longitudinal data dictionary and the model policies and agreements deliverable will create common *security and confidentiality training for* all users of the system. Building the proposed analytical data stores and new reporting capacity will allow CEPI and MIEM to expand the culture of quality data training to use those reports that illustrate the data utility component and its importance in improving **data quality** at the source. The analytical data stores will also integrate the business rules into the ETL processes and OLAP cubes, which will greatly improve the integrity of the data once it has been transformed and loaded for analysis at the state level.

VIII. Interoperability – Limitations – Although the development of the MSDS will provide increased interoperability between LEAs and CEPI, and other MDE program data systems for collecting P-12 data, there are currently no connections with postsecondary institutions, and other state agencies that provide student financial aid services and workforce training and programs.

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Another limitation is related to Michigan's ability to connect student records for their need- and merit-based Michigan Competitive Scholarship program (MCS). Eligibility information for need-based financial aid is obtained from the Free Application for Federal Student Aid (FAFSA). State Merit information is obtained from the ACT portion of the Michigan Merit Exam (MME). The combination of information allows Michigan to determine the maximum state financial aid package for which students are eligible. All 11th grade students in Michigan's public schools are required to take the combined ACT/MME as part of the state assessment program, and the exam also qualifies students for the Michigan Promise Scholarship. Increasingly, students do not include their social security numbers (SSNs) on their MME exam which results in no identifying number on the ACT record when it is separated out for MCS. The Department of Treasury's Office of Scholarships and Grants has difficulty obtaining SSNs to match students with the complete need- and merit-based aid package for which they are eligible.

Gains: Each of the proposed expansion activities significantly improves the interoperability between P-12, postsecondary and other state agency systems. The expanded UIC Web services will provide the single common link that allows the analytical data store and report prototypes to provide P-12 districts with information about how their programs prepare students for postsecondary and workforce success. By using the UIC to improve the SSN matching, Michigan will be able to offer a more complete package of need- and merit-based financial aid to more students, which may ultimately improve students' ability to persist in postsecondary education. The enhanced e-transcript service will bring standardization of core transcript data fields, align LEA course names to the NCES Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) standard, provide curriculum "audit" functionality and the exchange of other enrollment application information. The report of requirements gathering will provide the policy tools and standards needed to connect all segments of the lifelong education pipeline and workforce data.

IX. Enterprise-Wide Architecture - Limitations: The architecture in place today requires data analysts to manually write multiple series of queries to generate the data sets used to connect student achievement growth over time and the four-year cohort graduation rate. Because this process is so labor-intensive, we do not have the resource capacity to generate other longitudinal data sets such as cohorts based on program participation to study the effects of early childhood programs or participation in special education or Title I services, or even whether students from middle school grades are dropping out of school permanently.

Gains: Proposed foundation activities will deliver an enterprise-wide "system" that replaces the labor-intensive manual processes with a robust *data model* and series of ETL processes that are centrally stored and available for use by analytical and business intelligence and reporting tools. The automated system will deliver increased efficiency and quality control, allowing analysts to focus time on using the data to help answer critical questions beyond compliance about program effectiveness such as examining systemic patterns of attendance, mobility and dropping out of school. Key to this effort will be adding *data elements* that are calculated from the OLAP cubes to the *data dictionary* tool that the MSDS vendor has been populating with the P-12 collection cycle data. As described previously, the proposed model will embed the *business rules* used for transforming and loading the data into the multidimensional databases and OLAP cubes. The proposed expansion activities will modify the UIC Web service to be consumed and integrated across the e-transcript service, postsecondary data systems and other state agency systems of record.

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B) Objectives for Proposed System

Michigan proposes a blend of three foundational and seven expansion activity objectives or "deliverables." Each of these deliverables provides a measurable outcome or product. Foundation activity deliverables include:

Foundation Deliverable 1 – *Requirements gathering reports of* priority longitudinal data decision support needs including performance measures and important disaggregating characteristics gathered from LEA leaders and educators, state program administrators and state policy makers. With partial support from the 2005 SLDS grant, Michigan's *current status* is meeting the minimum definition of two federal longitudinal compliance needs with manual queries and reports: a) producing a four-year cohort graduation and dropout rate for the class of 2007 and b) tracking assessment data longitudinally by student ID for students enrolled in general education, special education and Limited English Proficiency programs. Our 2008 SLDS proposal seeks to determine the *needs and uses* of our *desired* longitudinal data "system" by first gathering requirements from educational stakeholders *to move beyond minimal compliance toward decision support* for educators, policymakers and the public. We have found that gathering detailed requirements for projects such as the MSDS and the D4SS Title II Part D prototype reports project is the single most critical step to ensuring that we focus our limited resources efficiently and effectively to maximize the return on investment. When stakeholders are an integral part of the requirements gathering process, the tools and processes we build have a much stronger chance to be integrated into the institutional culture and achieve sustainability.

Foundation Deliverable 2 – *Longitudinal data marts and Online Analytical Processing (OLAP) cubes from P-12 student administrative and assessment data* to create an analytical data store system. The *needs and uses* of this analytical data store system will be determined from the requirements in Foundation Deliverable 1, and will include both federal reporting compliance requirements as well as the high-impact decision support needs of stakeholders identified in the report. The *current status* of Michigan's data on P-12 students consists of the archived data submissions stored by collection date, the data quality reports in the MSDS that compare the active submission of records with prior submissions, and the cohort and assessment tables that are manually built with each new addition of data. The *desired system* will replace manual processes with automated processes to extract, transform, and load (ETL) data into specific-purpose data marts upon which OLAP cubes are built. This model exponentially increases the speed and efficiency of the report development cycle against data sets and aggregates that have already been created. In addition to efficiency gains, *Michigan hopes that* automating the ETL processes will enable analysts to develop and maintain additional repeatable reports that will provide the next level of value for stakeholders to use for decision support.

Foundation Deliverable 3 – *Reporting system of dynamically updated reports that allow LEA leaders and educators, state program administrators, policy makers, and the public to select report parameters.* These reports will be based on the requirements created in Foundation Deliverable 1 and will utilize geographic information system (GIS) services. This system will streamline and expedite federal compliance reporting and provide new interactive functionality to educational stakeholders. Michigan's *current status* consists of a limited set of static reports that are created by analysts with manual queries. The current cohort graduation rate reports and the D4SS pilot project Dynamic Inquiries are both hard coded and must be updated manually when new data are available. The *desired status* is to build reports (D4SS is an example) that allow users to select report parameters (e.g., outcome measures and disaggregating variables and comparisons) that feed off of dynamically updated OLAP cubes built in Foundation Deliverable

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2. By automating the ETL processes and storing data dynamically in OLAP cubes, Michigan *hopes to provide* stakeholders with reports reflecting data as they become available rather than relying on once-a-year updates. The requirements gathering reports will identify the high-impact *needs and uses* of reporting system to be developed in this deliverable.

Seven expansion activity deliverables include:

Expansion Deliverable 1 - ***Requirements gathering report of postsecondary institution and LEA pilot partners*** to determine which student data items would be useful to exchange, which federal and state reporting requirements could be met more efficiently, how linkages with higher education data can be made at each university/community college, a funding model for changes to postsecondary systems, as well as identifying solutions to barriers. *These are the questions Michigan hopes to answer* through the SLDS 2008 proposal. This deliverable will enable the state to directly engage stakeholders to determine the *needs and uses* of the other expansion activities. Through the community college pilot partnership and the Teacher Preparation Institution Research Collaborative, conversations have just begun with these new partners, and the *current status* reflects a wide gap in the knowledge that each stakeholder group has of the others' needs. Michigan will rely on this deliverable to provide a roadmap for the *desired* outcomes to answer the questions listed above.

Expansion Deliverable 2 – ***Model policies, agreements and memoranda of understanding (MOUs)*** to support connecting P-20 student and workforce data in a manner that is consistent with FERPA as well as state privacy and confidentiality laws designed to protect information about individuals. The *current status* of collaboration is that each state agency, LEA and postsecondary institution partner maintains controls and management for the organization; collaborative agreements are usually very limited, if they exist at all. Michigan's *desired* outcome for this deliverable will be to extend the collaborative agreement concepts that have been developed with the DPC for the MSDS and EEM applications to data shared with postsecondary institutions. *Our hope* is to increase access to and clearly articulate the appropriate uses of data, analyses and reports while protecting individuals' rights and data privacy.

Expansion Deliverable 3 – ***Unique Identification Code (UIC) Web service and online interface for postsecondary data systems, state workforce data systems, state student financial aid systems).*** The *current status* of the P-12 UIC Web service is focused on interoperability between LEAs, the MSDS and a few MDE program area student databases. Through this deliverable, Michigan *desires* to expand the P-12 UIC Web service to operate with customized business rules required for postsecondary institutions and other state agency systems of record. The P-12 system does not collect or use Social Security Numbers, and *Michigan hopes to develop the UIC Web services to handle the SSN match, one time only, to assign a UIC* for adults who access student scholarships and financial aid or state workforce programs, and then use the validated UIC for any data exchange, thereafter replacing the SSN. The model policies, agreements and transparency of data use to individuals will be critical to the assignment of the UIC for adults.

Expansion Deliverable 4 – Based on the report of *needs and uses* from Expansion Deliverable 1, ***a prototype of P-20 longitudinal student analytical data store, adding postsecondary student and financial aid data*** to the MSDS data collection system and adding capacity for postsecondary student data to the P-12 analytical data store system proposed in Foundation Deliverable 2. *Currently,* data collected by the state are often in aggregated totals, and there is no unique identifier that follows students across important transitions in the education pipeline. Michigan is unable to answer important questions about progress and outcomes of students as

they transition between and among educational settings. Using the UIC Web service/online module developed in Expansion deliverable 3, and meeting the *needs and uses* identified in Expansion deliverable 2, *Michigan hopes* to build a prototype of an analytical data store that connects the P-12 database with postsecondary data with the assistance of community college partners. The *desired system* will use a prototype development process which is critical to ensure that the fully-scaled model meets the needs of users from end-to-end and future funding is used efficiently. By connecting P-12 with the postsecondary and financial aid data, the *desired system* will consistently match students with the financial aid resources for which they are eligible, determine the impact of those resources and answer education pipeline policy questions.

Expansion Deliverable 5 – Based on the report of *needs and uses* from Expansion Deliverable 1, **a prototype of an education AND workforce longitudinal analytical data store** *connecting available state workforce data and the longitudinal P-20 student and financial aid analytical data store* proposed in Expansion Deliverable 4. *Michigan hopes* to complete the lifelong education tracking system by connecting P-20 education records and workforce training data to available workforce data. There are *currently* no connections between education and workforce data, so Michigan is unable to answer questions about how degree completion and certifications may enhance individuals' earnings and opportunities, or to strategically target its educational capacity to fill occupations in areas of high growth and need. The prototype proposed in this deliverable will form the foundation of a *desired* system that provides automated ETLs to create multi-dimensional databases to support dynamically updated P-20 and workforce data reporting.

Expansion Deliverable 6 –*Prototype reports that allow postsecondary leaders, state administrative users, policy makers, and the public to select report parameters* based on the report of *needs and uses* created in Expansion Deliverable 2. This includes reporting required for the Carl D. Perkins Tech Prep federal grants as well as federal reporting of effective transition from secondary services, to postsecondary education, workforce or other outcomes, under IDEA. Without the prototype analytical data stores proposed for postsecondary (Expansion deliverable 4) and workforce data (Expansion deliverable 5) and the UIC in expansion deliverable 3, Michigan is *currently* expending tremendous manual effort and multiple follow-up attempts to comply with specific federal reporting requirements for Perkins and IDEA, and is unable to provide decision support reporting for other stakeholders. The *desired prototype* will develop the capacity to meet these federal reporting and decision support needs. For example, this deliverable would provide the reporting capacity for Michigan to link both IEP transition quality and post-school outcome data to student-level data on graduation, drop-out, assessment scores, exit status, and in some cases, post-school outcomes data to examine the potential impact of quality transition IEPs on student achievement, exit status and post-school outcomes. For the first time, *Michigan hopes* the prototype reports and tools identified will provide new accessibility and transparency to the lifelong education and workforce pipeline for all stakeholders.

Expansion Deliverable 7 – *Enhanced electronic student transcript service*
Currently, the Michigan Legislature provided funding to CEPI for Fiscal Year (FY) 09 sufficient to acquire a basic e-transcript service to exchange transcripts between and among all public K-12 districts and public postsecondary institutions. The state's proposed investment will provide basic functionality, and Michigan's *desired* e-transcript service will include enhancements to standardize core transcript data fields, align LEA course names to the "NCES Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)" standard, provide curriculum "audit" functionality and the exchange of other enrollment application

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information. These important enhancements have been identified by P-12 and postsecondary stakeholders through a recent DIT-hosted "Spotlight" presentation from multiple vendors. We anticipate that the requirements gathering report (Expansion Deliverable 1) may identify additional *needs and uses* for e-transcript enhancements. Complementing the value added by the enhancements identified previously, *Michigan hopes* that the enhanced e-transcript service will also provide a model for consistent interoperability among different P-12 and postsecondary data systems, the exchange of validated UICs with education records, and the ability to import transcript data in native database format. The pilot e-transcript system holds great potential for achieving significant data entry and cost savings by exchanging common *data elements* instead of merely transcript "images."

C) Project Design

Figure 1. Conceptual Diagram of Michigan's Proposed Grant Deliverables by Design Component (Landscape view available in Appendix A)
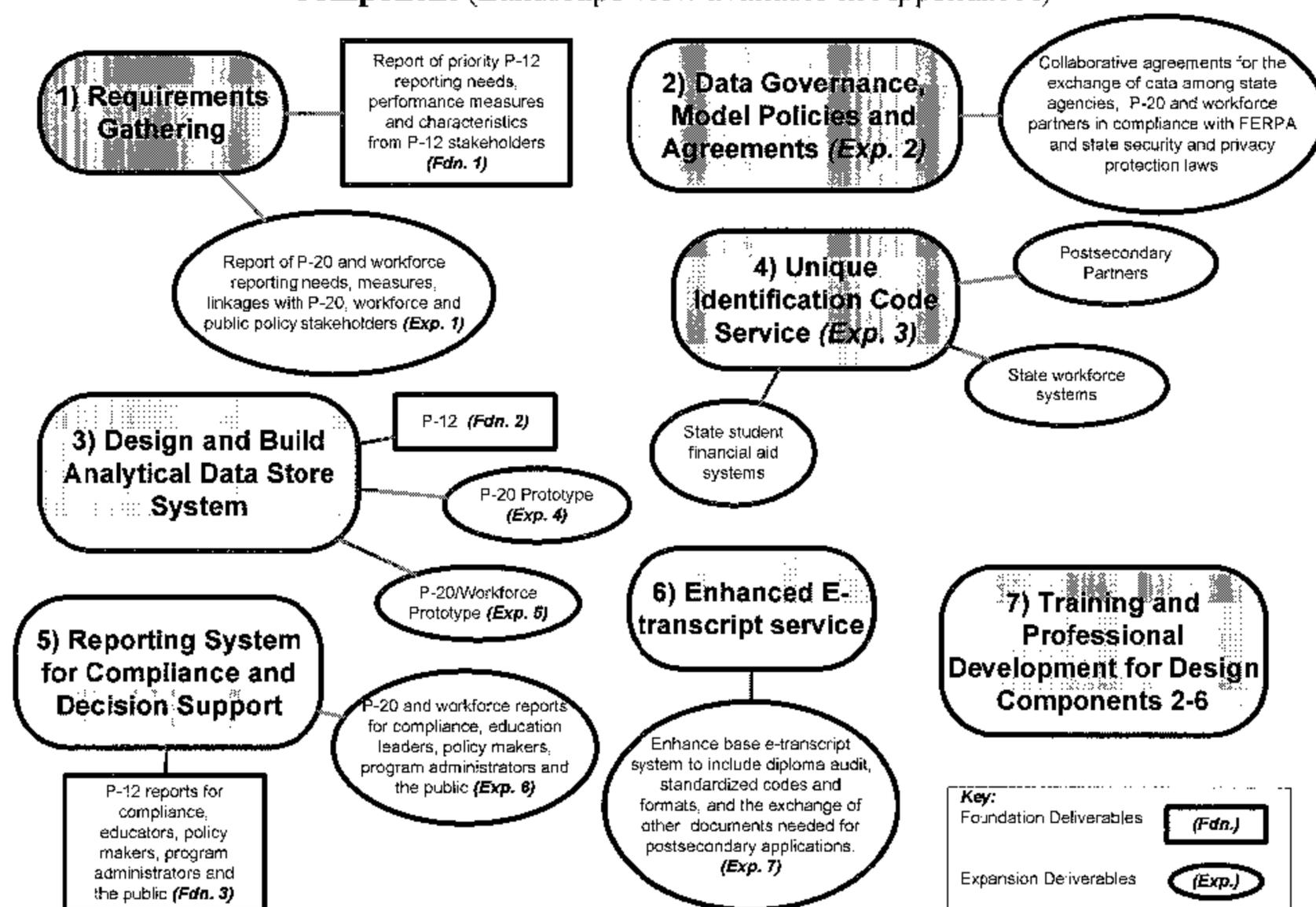
In creating a plan that integrates both foundation and expansion activities, we have identified six strategic components to accomplish the long-range goals of creating a dynamic longitudinal data system and expanding that system to include postsecondary student and workforce data.

With partial funding from the 2005 Statewide Longitudinal Data Systems grant, Michigan redesigned the legacy Single Record Student Database (SRSD) system to collect data more flexibly in order to align with federal reporting timelines, which will allow us to eliminate duplicate data collection activities and reduce administrative burden and costs for the state and local education agencies. In addition, the resulting MSDS extended the Unique Identification Code (UIC) to other student data systems of record, which will result in a single source of

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demographic and school membership data used for state and federal compliance reporting. Finally, the MSDS will provide several EDEN/EDFacts data files as outputs from the data tables once they are certified by LEAs. The MSDS and EEM applications will be the first applications to use the new user identity management solution that will replace the legacy security system currently in place.

In addition to building a new student data collection system and school directory application, Michigan has leveraged state and other federal sources of funding to develop prototype longitudinal data tables and static reports to successfully comply with the ESEA/NCLB longitudinal data requirements of cohort graduation rates and student achievement growth. Federal Title II Part D funds and state funds support the highly successful D4SS project that provides high-need LEAs (both Title I and non-Title I schools) with prototype reporting tools and related professional development on using data to improve student achievement. Michigan has demonstrated repeated success by strategically following an iterative process of *requirements gathering, design, prototype development, testing and pilot use, automating the successful prototypes for full-scale production, and deployment coupled with training and professional development.*

Each of the four governance and policy requirements and the five technical requirements from Section IV of the application is addressed specifically in the following design components of Section C), and is identified in bold italic typeface.

I. Project Design: Requirements Gathering from Education Stakeholders

The first critical step in developing all information technology projects is to gather detailed requirements from all stakeholders, so that the scope of the project and deliverables will meet the identified **Needs and Uses** of the stakeholders. If the project outcomes do not match stakeholders' expectations, the project will have wasted valuable time and resources. The first deliverable in the proposed activities for both the foundation deliverables and expansion deliverables is a report of detailed requirements from all stakeholders to serve as the keystone for all the other deliverables:

- Foundation Deliverable 1 – Requirements gathering report of priority longitudinal data decision support needs such as performance measures and important disaggregating characteristics from LEA leaders and educators, state program administrators and policy makers.
- Expansion Deliverable 1 - Requirements gathering report of postsecondary institution and LEA pilot partners to determine which student data items would be useful to exchange, which federal and state reporting requirements could be met more efficiently, how linkages with higher education data can be made at each university/community college, a funding model for changes to postsecondary systems, as well as identifying solutions to barriers.

Business analysts with training and experience in gathering requirements have been extremely valuable in past projects, so Michigan proposes to contract for the requirements gathering reports. Key personnel and subject matter experts from each stakeholder group will work closely with the business analysis professionals to develop and validate reports that have the breadth and depth required to meet stakeholder needs.

II. Project Design: Data Governance, Model Policies and Agreements

A second critical component of any successful data project requires a clearly articulated **Data Governance** process that is inclusive and reflects the **needs of key stakeholders.** As detailed in

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section A) Need for the Project, the state of Michigan's current educational data governance process involves eight state agencies that either collect data from P-12 educational providers or use educational data for state or federal reporting. Our experience to date has been that the time and effort needed to build a strong governance process is essential to the long-term *sustainability* of shared projects.

To meet the needs of our proposed foundation and expansion grant activities, Michigan's current educational data governance partner agencies will expand the data governance structure to include representatives from local education agencies (LEAs), postsecondary institutions and important education associations identified through the requirements gathering process. In the expanded structure (adding postsecondary and LEA representation), the DPC decision makers will meet quarterly, or as needed to approve model policies developed by the DMWG or resolve escalated issues. The DMWG may meet more frequently, with specific working groups charged with developing model policies, agreements and other documents as needed and identified from the requirements gathering process. The requirements gathering reports will also enable us to develop a common understanding of data ownership, management, confidentiality and access with these new partners and write the model policies and agreements needed to facilitate *data accessibility* and sharing while *protecting individual privacy.* The data governance component is the process we plan to use to develop <u>Expansion Deliverable 2 – Model policies, agreements and memoranda of understanding (MOUs)</u> to support connecting P-20 student and workforce data in a manner that is consistent with FERPA as well as state privacy and confidentiality laws designed to protect information about individuals.

As with the SLDS 2005 grant, MDE as the SEA serves as the fiscal agent for the project and CEPI is responsible for directing the project activities. CEPI is statutorily authorized by the Legislature to coordinate the collection, maintenance and reporting of all data required by state and federal law from K-12 educational entities, as well as expand the system to include postsecondary partners. CEPI will be responsible for the project's operation and the subsequent operation of the statewide data system.

The structure of Michigan's government requires a multi-agency collaborative to accomplish the work of collecting, managing and reporting educational data. Although CEPI is the data *governance* process owner, the nature of data governance is collaborative and the current DPC charter includes a decision-making protocol and process that requires resolution. Section E) Project Management Plan provides additional information about these relationships and attendant responsibilities. CEPI is responsible for the subsequent operation of the statewide data system which is closely integrated with the MDE's assessment data, and all are hosted and secured by DIT. DIT is also the agency responsible for enterprise-wide information technology and infrastructure.

III. Project Design: Design and Build Analytical Data Store System

Once the requirements gathering and data governance components are in place, Michigan's project design includes an analytical data store system component comprised of one foundation deliverable and two expansion deliverables:

- <u>Foundation Deliverable 2 – Longitudinal data marts and Online Analytical Processing (OLAP) cubes from P-12 student compliance and assessment data</u> to create an analytical data store system.
- <u>Expansion Deliverable 4</u> – Based on the report of *needs and uses* from Expansion Deliverable 1, <u>a prototype of P-20 longitudinal student analytical data store, adding postsecondary student and financial aid data</u> to the P-12 MSDS data collection system,

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adding capacity for postsecondary student data to the P-12 analytical data store system proposed in Foundation Deliverable 2.

- Expansion Deliverable 5 – Based on the requirements gathering report of **needs and uses** from Expansion Deliverable 1, <u>a prototype of an education and workforce longitudinal analytical data store connecting state workforce data to the longitudinal P-20 student and financial aid analytical data store proposed in Expansion Deliverable 4.</u>

The current status of Michigan's data on P-12 students consists of the archived data submissions stored by collection date, the **data quality** reports in the MSDS that compare the active submission of records with prior submissions, and the cohort and assessment tables that are manually built with each new addition of data. Michigan's Foundation Deliverable 2 will replace the manual prototype structures and produce a dynamic "system" that begins with a) the same archival data store, and then adds b) an automated process to extract, transform, and load (ETL) data into specific-purpose data marts upon which c) Online Analytical Processing (OLAP) cubes are built to perform the aggregations in a single location so that as rules change, they are changed in the cube definitions. Using robust ETL processes that include embedded business rules will greatly improve the **data quality** of Michigan's P-12 student data and reduce the time it takes to manually validate data sets.

Because there is no foundation in place for postsecondary and workforce data components, Michigan's two expansion deliverables will use the requirements gathering report to design and develop *prototypes* for these pilot projects that will build the capacity to expand into postsecondary and workforce data.

The current Microsoft-based infrastructure consists of MS SQL databases, SAS Enterprise Miner and other SAS modules, and MS SQL Server Reporting Services. Although the servers and software are available in this environment, Michigan's most critical limitation for the foundation activities is that our current staff members do not have the knowledge or skill sets to build the OLAP cubes that will be the heart of the analytical data stores that feed the reporting system. In addition, the integration of business rules into the OLAP cubes that can provide suppression for small cell values will enable Michigan to provide increased **Data Accessibility while ensuring Privacy Protection.** For the analytical data store design components, Michigan plans to release an invitation to bid (ITB) for vendor support to a) design the **enterprise-wide architecture** needed to accomplish the requirements identified in the requirements gathering reports, b) develop and implement the OLAP cubes that will be the foundation for dynamically updated reports and c) train Michigan staff to maintain these systems in the future. The support that would be provided in this grant would significantly reduce time required for system development and allow Michigan to a) more efficiently meet ESEA/NCLB requirements for P-12, b) make significant progress toward meeting the DQC and SHEEO recommendations as well as c) build the capacity to collect the data needed to measure the state's goal to double the number of Michigan residents with degrees and other postsecondary credentials of value.

IV. Project Design: Develop a UIC Web Service and online interface for Postsecondary, Financial Aid and Workforce Data Exchange

The UIC component of the project design provides the backbone for all the other projects. The *current status* of the P-12 UIC Web service is focused on interoperability between LEAs, the MSDS and a few MDE program area student databases. This component expands on the P-12 UIC design through the following project objective:

- Expansion Deliverable 3 – Unique Identification Code (UIC) Web service and online interface for postsecondary data systems, state workforce data systems and state student financial aid systems.

Because the Michigan P-12 system does not collect or use Social Security Numbers, this design component will create integrated *interoperability* between the P-12 UIC Web service and postsecondary institutions and other state agency systems of record with customized business rules. The expanded service will use the SSN field as an authentication field to a) create a new UIC if the student has never been reported in the Michigan education system and b) match records of students who have been enrolled previously in Michigan school. This process will assign a "validated" UIC that can then be used across other systems of record for tracking. Michigan plans to contract for the development of this software enhancement based on the requirements gathering report. Together, the expanded UIC Web service and online management interface will provide an *Enterprise-Wide Architecture* that will provide UIC Web services and online management interfaces for MDE and CEPI, LEAs, postsecondary institutions, DLEG (adult education and workforce), Treasury (postsecondary financial aid), Corrections, and other entities whose *needs* have been identified through requirements gathering with appropriate policies and agreements developed in the *Data Governance* design. Through contracted professional development services, CEPI also plans to leverage the security and confidentiality sections of the NCES Forum Curriculum for Improving Education as the foundation to provide training to the new end-users of the UIC Web service and online management interface.

V. Project Design: Reporting System for Compliance and Decision Support

Once the requirements gathering and data governance design components are under way, the project design includes a reporting system to meet the *needs* of both compliance and decision support. Based on our experience with the D4SS project and the cohort graduation rate, Michigan proposes to implement an iterative design and development cycle that integrates the development of prototype reports with the automated (Foundation Deliverable 2) and prototype (Expansion Deliverables 4 and 5) analytical data store design components described in Design Section III. The reporting system design component comprises one foundation deliverable and one expansion deliverable:

- Foundation Deliverable 3 – Reporting system of dynamically-updated reports that allow LEA leaders and educators, state program administrators, policy makers, and the public to select report parameters based on the report created in Foundation Deliverable 1, and utilizing geographical information services (GIS).
- Expansion Deliverable 6 – Prototype reports that allow postsecondary leaders, state administrative users, policy makers, and the public to select report parameters based on the report of *needs and uses* created in Expansion Deliverable 2.

The reporting capacity in place consists of a limited set of static reports that are created by analysts with manual queries (e.g., cohort graduation and D4SS). The current cohort graduation rate reports and the D4SS pilot project Dynamic Inquiries are both "hard-coded" and must be updated manually when new data are available. The reporting design component will add the functionality of OLAP cubes so that the reports will dynamically reflect changes in the data as they are loaded without additional recoding in the case of the foundation reports. The current infrastructure consists of MS SQL databases, SAS Enterprise Miner and other SAS modules, and MS SQL Server Reporting Services. Once again, although the servers and software are available in this environment, Michigan faces a critical limitation for the foundation activities because we do not have enough staff resources with the skill sets to use SQL Server Reporting Services to

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build the parameterized reports that will be driven by the OLAP cubes. Michigan proposes to release an ITB for a vendor to supply the advanced knowledge and skill sets to build the reports identified through requirements gathering. The support provided by the grant for the reporting system will be instrumental in helping Michigan meet federal reporting obligations.

VI. Project Design: Enhanced E-Transcript Service

As stated previously, the Michigan Legislature increased CEPI's funding for FY 09 to provide *institutional support* and stated intent for future *sustainability* to exchange transcripts between and among all public K-12 districts and public postsecondary institutions. The state's proposed investment will provide basic functionality, and we are proposing to use expansion grant funds to customize and add enhancements to the basic service that will provide significant value to K-12 and postsecondary users. These enhancements include:

- enabling districts to map their course names to the NCES Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)
- creating a common core set of transcript data fields that meet the needs of both P-12 and postsecondary partners to provide *interoperability* to enable the importing of transcript data into the databases of receiving institutions using the UIC as well as elements from Postsecondary Electronic Standards Council (PESC), Schools Interoperability Framework (SIF), and other e-transcript exchange standards)
- providing cumulative "audit" of students' progress through the required course credits for the Michigan Merit Curriculum (MMC)
- providing the ability to exchange other types of student documents that are included in an enrollment application package

With support from this grant, Michigan proposes to develop a special working group or standards committee with representatives from P-12 and postsecondary institutions that will collaboratively develop the common formats, data fields, and application package materials. The *interoperability* "standardization" conversations are part of the *data governance* process, and this group may become a standing committee of the DMWG charged with these tasks by the DPC leadership. This group will act as the "subject matter experts" for the requirements gathering deliverable, and their recommendations regarding methods to ensure *privacy protection* will be essential to the data governance, model policies and agreements deliverable.

VII. Project Design: Training and Professional Development

One of the most critical factors of a project's success and adoption is providing effective training and professional development to end-users of the "products." CEPI uses a variety of models to provide training and professional development for its data applications, reporting projects and data quality curriculum including:

- Face-to-face training in seminar format and on-demand Web conferencing with video archiving. Current uses include MIEM training on all CEPI data and reporting applications (including new MSDS and EEM) and the NCES Forum Curriculum for Improving Education Data Foundation Training with continuing education credits available.
- Face-to-face, school and team-based sustained professional development. Current uses include the D4SS project through which school administrators and educators focus on increasing student achievement informed by the use of data.
- Face-to-face training for users of the systems including state agency and Legislative staff members. Current models provide training for state staff members on CEPI applications.

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- Train-the-trainer models with partners such as Intermediate School Districts (ISDs) that provide professional development services for constituent LEAs. Current uses include new MSDS and EEM applications.
- Web-based Flash tutorials and embedded user help screens. Current uses include all CEPI applications.
- Online data definition manuals and user guides. These materials currently provide training support for all CEPI applications and reports.

Through this grant, Michigan proposes to **a) develop curriculum materials** and online user help aids through contracted services, **b) leverage each of these models and existing training partnerships** to reach out to new audiences (e.g., postsecondary education professionals, other state agency staff members, and public users of the systems) and **c) build new training partnerships** with professional associations such as the Michigan Association of College Registrars and Admissions Officers (MACRAO), the Michigan Achieving the Dream grant (ATD) community college participants and the Occupational Deans (Career and Technical Preparation). In particular, we would like to expand the NCES Forum Curriculum for Improving Education Data foundation training to data managers and application users from postsecondary institutions through this grant. The requirements gathering reports will guide the delivery of training and professional development using the most appropriate models for each of the following design components: II) data governance and model policies, V) secure and public-facing reporting systems for compliance and decision support, III) expanded UIC Web services, and VI) enhanced e-transcript functionality design components.

D) Institutional Support

The State of Michigan remains committed to providing institutional support for a SLDS system, despite the limited availability of state financial resources. In fiscal year 2009, the Legislature has provided some additional funding to support enhanced staffing, infrastructure and hosting costs associated with the more robust MSDS and EEM systems, as well as clarified CEPI authorization to coordinate the electronic exchange of student records for students from preschool through postsecondary education, as funds are available. The largest portion of the increased funding has been reserved for the procurement of an e-transcript system. The institutional support for Michigan's grant proposal is reflected in the nature of the proposed activities, *which are one-time supports needed to build capacity. As with the SLDS 2005 grant, the state will continue to secure the resources to sustain the SLDS after the conclusion of the grant by requesting increases from the Legislature to fund the increase in capacity as new data are added to the longitudinal data store.*

To ensure that the work outlined by this grant proposal will supplement and not supplant other funds used for developing the comprehensive longitudinal data system, CEPI has committed a major portion of its operating budget to the comprehensive multi-agency longitudinal DSS outlined by the DSAC report. With the receipt of the SLDS 2005 grant award, CEPI was reorganized to include a longitudinal data unit in 2006, and hired a permanent manager and one staff member with state funding. Another full-time staff member has been approved for hire in October of 2008 to continue to provide additional support. CEPI also provided funding to DIT to hire an additional Database Administrator (DBA) to support the increased work generated by the new MSDS and EEM applications and prototype reports that CEPI has developed.

In addition to staffing, DIT has implemented an enterprise-wide hosting environment that allows for the expansion of servers and storage using a rated service model. To support the new

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work proposed in this grant, CEPI will leverage existing capacity from the current development, testing, quality assurance and production environments in place (shared with MDE) and will add only the additional hardware and software licenses based upon the specifications from the architected data model developed by the contractor. DIT's enterprise-wide Project Management Office (PMO) has developed standardized processes and oversight for project managers assigned to state agency projects, which will also increase the success of these new activities.

The expansion grant opportunity includes state agency partners who will provide subject matter expertise, and guide the work of the DIT units assigned to them for support. MDE, Treasury and DLEG have agreed to provide subject matter expertise to work with vendors selected to gather requirements, design and build the deliverables proposed in this work. These subject matter experts are listed by agency in the personnel table in section F) Project Personnel and Resources.

E) Project Management Plan

As with the SLDS 2005 grant, MDE serves as the fiscal agent for the project and CEPI is responsible for directing the project activities and subsequent operation of the statewide system. CEPI is statutorily authorized by the Legislature to coordinate the collection, management and reporting of all data required by state and federal law from K-12 educational entities, as well as public postsecondary institutions.

DIT is responsible for managing all IT contracts for the state of Michigan, and the DIT Project Management Office (PMO)[4] has developed and implemented the DIT Project Management Methodology (PMM) to provide the necessary *management controls* and tools. The PMM includes the following phases: a) Initiation, b) Planning, c) Execution, d) Closeout as well as e) Control, which operates throughout the previous phases. The DIT senior project managers have many years of experience and are able to manage large contracts and apply the PMM methodology and controls. The nine "knowledge areas" that the senior project managers are expected to manage during the course of the project include integration, scope, time, cost, quality, human resource, communications, risk, and procurement.

Michigan has successfully implemented a collaborative project oversight process to review the status of the projects, communicate successes, and manage issues related to each of the nine management knowledge areas listed above. The project oversight process is a tool that is used by DIT to manage IT projects for state agencies, particularly when vendor contracts are involved. The oversight process engages all stakeholder groups: a) state agency project sponsors, b) DIT and c) the project vendor(s). For the proposed foundation and expansion projects, Michigan will apply the same oversight process to the new projects, and the state agency representatives will include CEPI, MDE, DLEG, and Treasury. Note that while the Data Governance process includes all stakeholder groups both inside and outside state government, the project oversight process is a tool for managing contracts for which the state is fiscally responsible. The relationships with external stakeholders are managed by the project sponsors, and they are responsible for sharing feedback and escalating issues. For example, CEPI engages the following stakeholder groups for the current SLDS grant effort: pilot testing LEAs, the CEPI Data Development Group (meets monthly and more frequently as needed), the CEPI Advisory Committee, the Michigan Pupil Accounting and Attendance Association, Intermediate School District partners and others.

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[4] See http://www.michigan.gov/dit/0,1607,7-139-30637_31101---,00.html for the DIT PMO resources

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The project Oversight Process has three levels: a) the Integrated Project Teams (IPT) who accomplish the day-to-day work of the grant, b) the Oversight Committee includes decision makers from the state agencies, DIT and the vendor, and c) Executive Sponsors. An essential function of the oversight process includes issue escalation, and issues not resolved at the IPT level are escalated to the Oversight Committee and then on to the Executive Sponsors if needed. Michigan's proposal includes a highly-skilled senior project manager in the staffing plan and the same oversight management controls that have been implemented successfully in our SLDS 2005 efforts.

If awarded, Michigan plans to initiate the project in Quarter 2 of 2009 and perform closeout in Quarter 1 of 2012, with project controls and management running throughout. At a high level, the key elements of the proposed project will include the following components:

Milestones	Responsibilities	Timeline (grant year and quarter)
Expand data governance, create model policies, agreements to include postsecondary/LEA partners **(Exp. 2)**	CEPI, state agency and postsecondary partners	Y2 Q2 – Y3 Q4 continuous activity
Requirements gathering, planning and implementation **(Fdn. 1, Exp. 1)**	CEPI, state agency and postsecondary subject matter experts and vendor(s)	Y1 Q1 – Y2 Q1
Procure vendor services for analytical data stores **(Fdn. 2, Exp. 4, Exp. 5)**, UIC services **(Exp. 3)**, reporting systems **(Fdn 3, Exp. 6)**	CEPI and DIT	Y1 Q4 – Y3 Q4
Design, develop, test, implement and train on analytical data stores **(Fdn. 2, Exp. 4, Exp. 5)** and UIC services **(Exp. 3),**	CEPI, state agency and postsecondary subject matter experts and vendor(s)	Y1 Q4 – Y3 Q4
Design, develop, test, implement and train on reporting systems **(Fdn 3, Exp. 6)**	CEPI, state agency and postsecondary subject matter experts and vendor(s)	Y2 Q1 – Y3 Q4
Implement enhanced E-Transcript services from requirements **(Exp. 7)**	CEPI, state agency and postsecondary subject matter experts and vendor(s)	Y2 Q1 – Y3 Q4
Design, develop, test and implement training and professional development curriculum and materials **(Fdn. 2-. 3, Exp. 2-7)**	CEPI, state agency and postsecondary subject matter experts and vendor(s)	Y1 Q1 – Y3 Q4

F) Project Personnel and Resources

The following personnel from the State of Michigan and postsecondary institutions will provide management and core subject matter expertise to work collaboratively with the vendor(s) selected in the procurement process to design and develop specific deliverables.

Margaret Ropp, Ph.D., director, CEPI (State Budget Office, Lansing, MI) (Project Director)

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Dr. Margaret Merlyn Ropp is the director for the state of Michigan's Center for Educational Performance and Information (CEPI). CEPI collects and reports data about Michigan's kindergarten-through-12th-grade public schools, and is responsible for maintaining and supporting current databases, as well as developing new applications. Dr. Ropp coordinates educational policy for CEPI and works with other state of Michigan departments to meet state and federal reporting requirements. She also serves as Michigan's state liaison to the NCES Forum, and is the past chair of the CCSSO Education Information Management Advisory Consortium (EIMAC) General Statistics committee. She is also the project director for Michigan's State Longitudinal Data Systems grant awarded in 2005, and leads the state's involvement with the D4SS project. After earning her doctorate in educational psychology with a specialization in cognition and technology, she was an assistant professor of educational technology, with a research focus of data visualization.

Michael McGroarty , CEPI (State Budget Office, Lansing, MI)

Michael P. McGroarty is the Longitudinal Data Manager for the state of Michigan's Center for Educational Performance and Information (CEPI). Mike coordinates activities surrounding longitudinal analysis and reporting of the state's educational data collected by CEPI including student, personnel, school, and financial data and calculating graduation and dropout rates. After earning his bachelor's degree in Computer Information Systems, Mike was employed as an information technology consultant designing databases and websites and also as a database administrator with the DIT and then as a data quality analyst with the MDE's Office of Educational Assessment and Accountability.

Patty Cantu, Director of the Office of Career and Technical Preparation (MDE, Lansing MI)

As the Director for the Office of Career and Technical Education (OCTE), Patty provides direction and leadership to department staff and to constituents in the field to assure Career and Technical Education programs are aligned with the goals and mission of the Department and the State Board of Education. Patty prepares and submits all required state and federal plans and reports for Career and Technical Education to ensure effective administration of the OCTE. She coordinates appropriate collaborative initiatives with the DLEG, community colleges, agencies, organizations, business/industry, and other partners. She works effectively with the U. S. Department of Education to implement the Michigan State Plan for CTE, which includes performance measures for Carl D. Perkins federal funding.

Scott Thompson, Client Services Director for CEPI and MDE (DIT, Lansing, MI)

Scott Thompson is a Client Service Director for DIT with over 20 years of information technology experience. Scott is responsible for administering complex IT systems that collect data on over 1.9 million students, distribute nearly $12 billion in state aid school payments and provide standardized achievement testing throughout K-12 programs. Scott has proven experience in developing trusted client relationships, providing effective communications and directing information technology matrix teams to provide excellent service. Scott earned a Masters Degree in Business Administration-Strategic Management, a Bachelor of Science in Business Administration-Management Information Systems, and a Masters Certificate in Project Management.

Karen Buckwalter, Senior Project Manager (DIT, Lansing, MI)

Karen Buckwalter is a Senior Program Leader with 17 years of Program and Project Management experience leading initiatives for state government and Fortune 500 companies in the automotive and telecommunications industries. Karen has served as Project Manager on

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projects with budgets as large as $40 million and projects providing a foundation for programs that distribute nearly $12 billion in operational funds. Karen earned a Bachelor's Degree in Business Administration and has her Project Management Professional certification from the Project Management Institute.

Person	Title	Roles and Responsibilities
Management Team		
Margaret Ropp	Director, Center for Educational Performance and Information (CEPI)	Data visualization, management and reporting of data, training and professional development
Michael McGroarty	Manager, Longitudinal Data Unit, CEPI	Lead state subject matter expert for longitudinal data, analytical data stores and reporting services
Scott Thompson	Director, Client Services, DIT	Project-specific IT implementation and interagency IT coordination,
Karen Buckwalter	Project Manager, DIT	Interagency project management
Patricia Cantu	Director - OCTE, MDE	Perkins reporting, CTE and Tech Prep grants subject matter expert
Center for Educational Performance and Information Team		
Trina Anderson	Manager, Student Data	Integration of e-transcript and UIC service, and pilot postsecondary student data exchange
Tom Howell	Manager, School Data	Operational management for CEPI
Meghann Omo	Student Data Analyst (UIC)	UIC integration P-20
Doris Mann	Student Data Analyst (Data Collections)	Federal/NCLB requirements expert
John Robertson	Data Specialist	EDEN compliance
Carol Jones	Data Specialist	CCD Compliance
Derek Crombie	Project Coordinator	Project and Web administration, external communications/reports
Melissa Bisson	Longitudinal Data Analyst	Research and requirements gathering
Department of Information Technology Team		
Glenn Gorton	Manager, applications and infrastructure	Manager of Applications and infrastructure, enterprise-scale, complex database systems
Dave Baker	Database Administrator	DBA managing transactional and longitudinal databases, complex database systems
TBD	Multidimensional Database Administrator	Multidimensional Database management for longitudinal analysis and reporting
Michigan Department of Education Team - Offices of Career and Technical Education (OCTE), Educational Assessment and Accountability (OEAA), Educational Technology and Data Coordination (OETDC), Special Education and Early Intervention Services (OSE-EIS) and School Improvement (OSI)		
Joseph Martineau	Director, OEAA	Oversees assessment, accreditation, and accountability programs.

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Person	Title	Roles and Responsibilities
Dave Judd	Project Manager, OEAA	Coordinate assessment activities with regard to foundation and expansion deliverables
Paul Bielawski	Manager, OEAA	Coordinate accountability activities with regard to foundation and expansion deliverables
Fran Loose	Supervisor – OSE-EIS IDEA state performance plan manager	Special Education subject matter expert – transition services reporting
Jill Kroll	Analyst, OCTE	Perkins/CTE subject matter expert
Mike Radke	Manager, OSI	Title I and field services subject matter expert for analysis and reporting
Deborah Clemmons	Manager, OSI	Michigan Merit Curriculum and e-transcript audit
Bruce Umpstead	Director, OETDC	Research data coordination
Jan Vogel	Coordinator, OETDC	Data coordination within MDE
Michigan Department of Labor and Economic Growth Team - Bureau of Workforce Transformation (BWT), Office of Postsecondary Services (OPS)		
Liza Estlund-Olson	Director, BWT	Workforce transformation subject matter expert
James Folkening	Director, OPS	Community colleges data collection subject matter expert
Michigan Department of Treasury Team		
Anne Wohlfert	Director, Office of Grants and Scholarships, Treasury	Student Financial Aid Subject Matter Expert
Amy Hiltunen	Analyst, Student Financial Services Bureau, Treasury	Student Financial Aid Systems Subject Matter Expert
Community College Partner Team		
James Jacobs	President, Macomb Community College	Postsecondary executive leadership and subject matter expert
Randall Miller	President, Lake Michigan College	Postsecondary executive leadership and subject matter expert
Daniel J. Phelan	President, Jackson Community College	Postsecondary executive leadership and subject matter expert

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-SLDS timeline.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-Abstract A.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1238-Abstract B.pdf**

Grant Timeline

Grant Timeline Gantt chart with rows: Initiation; Foundation 1 (Requirements); Foundation 2 (Analytical Data Store/Cubes); Foundation 3 (Reports); Expansion 1 (Postsecondary Requirements); Expansion 2 (Data Governance); Expansion 3 (Postsecondary UIC Web Service); Expansion 4 (Prototype P-20 Analytical Data Store/cubes); Expansion 5 (Prototype Education and Workforce Data Store); Expansion 6 (Prototype reports for expanded stakeholders); Expansion 7 (Enhanced Transcript Service); Training; Project Management. Columns are Year 1, Year 2, Year 3 each divided into Q1–Q4.

Foundation Deliverable 1 – *Requirements Gathering Report*

ID	Date	Milestone Deliverable
F1-01	Year 1 Q1	Develop high-level requirements
F1-02	Year 1 Q1	Review high-level requirements with partner state agencies
F1-03	Year 1 Q1	Document summary of high-level requirements
F1-04	Year 1 Q1	Requirements finalized
F1-05	Year 1 Q1	Develop ITB
F1-06	Year 1 Q1	ITBs posted
F1-07	Year 1 Q2	Vendor presentations
F1-08	Year 1 Q2	Vendor selection
F1-09	Year 1 Q2	Negotiate final contract
F1-10	Year 1 Q2	Contract completed
F1-11	Year 1 Q3	Develop project plan
F1-12	Year 1 Q4	Gather business and technical requirements
F1-13	Year 2 Q1	Validate business and technical requirements
F1-14	Year 2 Q1	Deliver final requirements

Foundation Deliverable 2   *Longitudinal data marts and Online Analytical Processing (OLAP) cubes from P-12 student administrative and assessment data*

ID	Date	Milestone Deliverable
F2-01	Year 2 Q2	Develop ITB from requirements in Foundation Deliverable 1
F2-02	Year 2 Q2	ITBs posted
F2-03	Year 2 Q3	Vendor presentations
F2-04	Year 2 Q3	Vendor selection
F2-05	Year 2 Q3	Negotiate final contract
F2-06	Year 2 Q3	Contract completed
F2-07	Year 3 Q1	Develop project plan
F2-08	Year 3 Q1	Develop technical plan
F2-09	Year 3 Q2	Data mart design
F2-10	Year 3 Q2	Data mart development
F2-11	Year 3 Q4	Data mart testing
F2-12	Year 3 Q4	Data mart deployment

Foundation Deliverable 3   *Reporting system of dynamically updated reports that allow LEA leaders and educators, state program administrators, policy makers, and the public*

ID	Date	Milestone Deliverable
		Work performed by vendor selected in steps F2-01 through F2-10
F3-01	Year 2 Q4	Develop project plan
F3-02	Year 2 Q4	Develop technical plan
F3-03	Year 3 Q1	Application design
F3-04	Year 3 Q2	Application development
F3-05	Year 3 Q3	Application testing
F3-06	Year 3 Q4	Application deployment

Expansion Deliverable 1 - *Report of requirements gathering of postsecondary institution and LEA pilot partners*

ID	Date	Milestone Deliverable
		Work performed by vendor selected in steps F1-01 through F1-10
E1-01	Year 1 Q3	Develop project plan
E1-02	Year 1 Q3	Gather business and technical requirements
E1-03	Year 1 Q4	Validate business and technical requirements
E1-04	Year 2 Q1	Deliver final requirements

Expansion Deliverable 2 — *Model policies, agreements and memoranda of understanding*

ID	Date	Milestone Deliverable
E2-01	Year 1 Q1	Identification of stakeholders
E2-03	Year 1 Q2	Development of governance model
E2-04	Year 1 Q3	Draft memoranda of understanding
E2-05	Year 1 Q4	Review memoranda of understanding
E2-06	Year 2 Q2	Finalize memoranda of understanding
E2-07	Year 3 Q1	Ongoing integration of results from Foundation 1 and Expansion 1

Expansion Deliverable 3 — *Unique Identification Code (UIC) Web service and online interface for postsecondary data systems, state workforce data systems, state student financial aid systems (including federal financial aid reporting)*

ID	Date	Milestone Deliverable
E3-01	Year 1 Q4	Develop ITB
E3-02	Year 1 Q4	ITBs posted
E3-03	Year 2 Q1	Vendor presentations
E3-04	Year 2 Q1	Vendor selection
E3-05	Year 2 Q1	Negotiate final contract
E3-06	Year 2 Q1	Contract completed
E3-07	Year 2 Q3	Develop project plan
E3-08	Year 3 Q3	Develop technical plan
E3-09	Year 3 Q4	Web service design
E3-10	Year 4 Q1	Web service development
E3-11	Year 4 Q3	Web service testing
E3-12	Year 4 Q4	Web service deployment

Timeline   Page 3

Expansion Deliverable 4 - *Prototype of P-20 longitudinal student analytical data store, adding postsecondary student and financial aid data*

ID	Date	Milestone Deliverable
		Work performed by vendor selected in steps F2-01 through F2-10
E4-01	Year 2 Q4	Develop project plan
E4-02	Year 2 Q4	Develop technical plan
E4-03	Year 3 Q1	Design of MSDS and data store integrations
E4-04	Year 3 Q2	Development of MSDS and data store integrations
E4-05	Year 3 Q3	Testing of MSDS and data store integrations
E4-06	Year 3 Q4	Deployment of MSDS and data store integrations

Expansion Deliverable 5   *Prototype education and workforce longitudinal analytical data store*

ID	Date	Milestone Deliverable
		Work performed by vendor selected in steps F2-01 through F2-10
E5-01	Year 2 Q4	Develop project plan
E5-02	Year 2 Q4	Develop technical plan
E5-03	Year 3 Q1	Design of MSDS and data store integrations
E5-04	Year 3 Q2	Development of MSDS and data store integrations
E5-05	Year 3 Q3	Testing of MSDS and data store integrations
E5-06	Year 3 Q4	Deployment of MSDS and data store integrations

Expansion Deliverable 6   *Prototype parameterized reports for postsecondary leaders, state administrative users, policy makers, and the public*

ID	Date	Milestone Deliverable
		Work performed by vendor selected in steps F2-01 through F2-10
E6-01	Year 3 Q1	Develop project plan
E6-02	Year 3 Q1	Develop technical plan
E6-03	Year 3 Q2	Design of reports
E6-04	Year 3 Q3	Development of reports
E6-05	Year 3 Q4	Testing of reports
E6-06	Year 3 Q4	Deployment of reports

Expansion Deliverable 7   *Enhanced electronic student transcript service*

ID	Date	Milestone Deliverable
E7-01	Year 2 Q1	Contract with existing vendor
E7-02	Year 2 Q3	Develop project plan
E7-03	Year 2 Q3	Develop technical plan
E7-04	Year 2 Q4	Transcript service design
E7-05	Year 3 Q1	Transcript service development
E7-06	Year 3 Q3	Transcript service testing
E7-07	Year 3 Q4	Transcript service deployment

JENNIFER M. GRANHOLM
GOVERNOR

MICHIGAN
Education
Department of

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 24, 2008

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1900 K Street, NW, Room 9023
Washington, DC 20006-5651

SUBJECT: Statewide Longitudinal Data System Grant Application, CFDA
Number 84.372A

Dear Dr. Gould and the USED Request for Application Review Committee:

We are writing to express our support of Michigan's proposal for the
Statewide Longitudinal Systems Grant program. Michigan's Center for
Educational Performance and Information (CEPI) was expressly created to
undertake the complex interagency coordination of collecting, maintaining
and reporting education data received from preschool, K-12 and
postsecondary institutions for the purpose of informing policy decisions at the
federal, state, local and institutional levels.

This grant will provide critically-needed support for the following foundation
and enhancement activities:

- Gather input from P-12 educational stakeholders that prioritizes
  longitudinal data needs for the use of local education agency (LEA)
  leaders and educators, state program administrators, policymakers
  and the public to provide decision support beyond minimal federal
  reporting requirements.
- Increase the speed and efficiency of analysis and reporting by
  replacing manual processes with automated processes to extract,
  transform and load data into specific-purpose data marts derived from
  the input of educational stakeholders noted above.
- Streamline and expedite federal compliance reporting and provide
  stakeholders with reports reflecting current data, with the ability to
  utilize geographical information services (GIS).

- Gather input from community college, state agency and LEA pilot partners to determine which student data items would be useful to exchange and share to fully understand Michigan's education pipeline, which federal and state reporting requirements could be met more efficiently, and how linkages with higher education data can be made.
- Develop model policies and collaborative agreements for the security and privacy of individual student data, exchange of data, and appropriate use of analyses and reports.
- Expand Michigan's existing student Unique Identification Code (UIC) to postsecondary, state work force, and state student financial aid data systems to allow the sharing of student-level data, without the use of Social Security numbers.
- Build prototypes that connect P-12 student data with postsecondary data and available state work force data, in collaboration with state agency and community college partners. Create reports from the prototypes that will allow for efficient federal reporting.
- Enhance a basic e-transcript system to standardize interoperability of P-12 and postsecondary data systems so that student transcripts, academic records and UICs can be transferred between and among K-12 and postsecondary institutions in electronic data formats.

Despite our state's long-standing economic woes, the legislature has remained committed to supporting CEPI's mission as resources are available. Michigan's proposal is designed to use the federal dollars to support one-time activities needed to build our state's capacity for full implementation of a P-20 longitudinal data system.

Thank you for considering Michigan's proposal. This funding would significantly supplement Michigan's existing commitment toward establishing a comprehensive P-20 education decision support system and, ultimately, the Governor's goal of doubling the number of Michigan residents with degrees and other postsecondary credentials of value.

Sincerely,
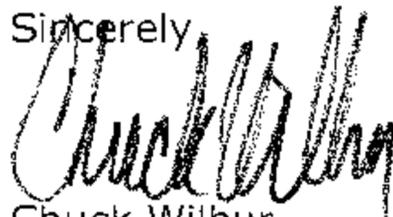
Chuck Wilbur
Senior Advisor for Education and
Communication
Office of Governor Jennifer M.
Granholm
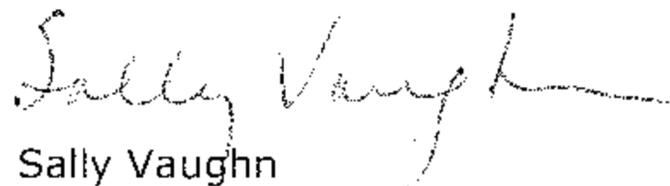
Sally Vaughn
Deputy Superintendent/Chief
Academic Officer
Michigan Department of Education

JACKSON *jcc* COLLEGE
Community

serious *possibilities*

September 22, 2008

Dr. Tate Gould
Instituted for Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Re: Statewide Longitudinal Data Systems Grant Application, CFDA 84.372A

Dear Dr. Gould and the US ED RFA Review Committee:

On behalf of the Jackson Community College (JCC), please allow me to express our agreement for the work proposed in Michigan's application for the Longitudinal Data Systems Grant Program. First, JCC is one of six community colleges in Michigan that are recipients of the "Achieving the Dream, Community Colleges Count," or ATD initiative. ATD is a four year initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color, low-income students, the learning disabled and many more. Of special note, ATD emphasizes the use of data to drive change. This is is proving to be invaluable to Jackson Community College as we inject new thought into how we educate students who require developmental education. Through ATD, JCC is tackling two priority issues that include increasing the success of students in developmental math and reading. JCC is particularly interested in applying what we have learned through our participation in ATD to the proposed grant activities.

Second, JCC has taken the initiative to build a bridge to not only Jackson Public Schools but all county public schools to explore student transition success strategies. This grant will help us strengthen the relationship with our current partners, and we would like to include other LEA school districts in our service area. We hope that developing data linkages from our LEAs to JCC will improve the connection with local high schools in order to align expectations between pre- and post-secondary education.

JCC is committed to providing the knowledge and expertise from a team of individuals to participate in requirements gathering, exploring the exchange of data, and providing feedback on prototype analyses and reports developed through this project.

Through participation in the proposed grant activities, JCC hopes to improve the articulation between high schools in our service area with regard to preparation

2111 Emmons Road, Jackson, MI 49201-8399   517.787.0800   www.jccmi.edu

and success in community college courses, streamline the reporting for Carl T. Perkins Technical Preparation grants, receive electronic transcripts, and admissions applications from Michigan high school students, and improve the quality of information available when students enroll and are assessed for appropriate placement in courses.

Sincerely,

Dr. Daniel J. Phelan
President and CEO
Jackson Community College

OFFICE OF THE PRESIDENT
DR. RANDALL R. MILLER

September 22, 2008

Dr. Tate Gould
Institute for Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Re: Statewide Longitudinal Data Systems Grant Application, CFDA 84.372A

Dear Dr. Gould and the US ED RFA Review Committee:

On behalf of the Lake Michigan College (LMC), I am writing to express our agreement for the work proposed in Michigan's application for the Longitudinal Data Systems Grant Program. The expansion activities outlined in the grant will provide a natural extension of two current LMC initiatives. First, LMC is one of six community colleges in Michigan that are recipients of the "Achieving the Dream, Community Colleges Count," or ATD initiative. *ATD is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Of special note, Achieving the Dream emphasizes the use of data to drive change.* Through ATD, LMC has been focusing on 1) using data to examine current programs and services in order to create effective changes that will enhance student outcomes, and 2) identifying new strategies for effective developmental education curriculum. LMC believes that the proposed grant activities will add new perspectives to our efforts to measure persistence and increase credit recovery.

Second, LMC has begun an active dialog with Benton Harbor Area Schools (BHAS) to help bridge the gap between what high school students are expected to do at the end of their high school program and what they need to be able to do in developmental courses. We expect that this grant will enhance the relationship with our current BHAS, and we would like to include other LEA school districts in our service area. Through rigorous data analysis and institutional transformation we have demonstrated in our ATD project, LMC expects to improve the level of student success and share that knowledge in the report of requirements gathering to provide a framework that other Michigan Community Colleges can implement.

LMC has committed to *providing the knowledge and expertise* from a team of individuals to participate in requirements gathering, *exploring the exchange of data,* and *providing feedback* on prototype analyses and reports developed through this project. Team members will represent our

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SOUTH HAVEN CAMPUS, 125 VETERANS BOULEVARD, SOUTH HAVEN, MI 49090, (269) 639-8442 • M-TEC AT LAKE MICHIGAN COLLEGE, 400 KLOCK ROAD, BENTON HARBOR, MI 49022, (269) 926-6832

LAKE MICHIGAN COLLEGE BOARD OF TRUSTEES

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Lake Michigan College

units that handle financial aid, admissions and registration, IT/data, institutional research and others.

Through participation in the proposed grant activities, LMC hopes to improve the articulation between high schools in our service area with regard to preparation and success in community college courses. This will align particularly well with our Start Smart program. In addition, we would like to streamline the required reporting for Carl D. Perkins Tech Prep grants, pilot the use of the Unique Identification Code (UIC) services for postsecondary students, receive electronic transcripts and admissions applications from Michigan high school students, and improve the quality of information available when students enroll and are assessed for appropriate placement in courses.

Sincerely,

Dr. Randall R. Miller, President

Macomb
Community College

Education • Enrichment • Economic Development

September 22, 2008

Dr. Tate Gould
Institute for Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Re: Statewide Longitudinal Data Systems Grant Application, CFDA 84.372A

Dear Dr. Gould and the US ED RFA Review Committee:

On behalf of the Macomb Community College (MCC), I am writing to express our agreement for the work proposed in Michigan's application for the Longitudinal Data Systems Grant Program. The expansion activities outlined in the grant will greatly enhance MCC's key planning strategy of promoting a "Culture of Evidence" to achieve continuous improvement guided by quality and performance indicators. When setting direction, staff are encouraged to make decisions based upon data."

As the former Director of the "Achieving the Dream, Community Colleges Count," or ATD initiative in Michigan with six partner community colleges, I learned firsthand how the thoughtful collection, analysis and use of data can help more community college students succeed, which is a primary goal for ATD. MCC believes that the proposed grant activities, particularly the analysis and reporting initiatives, will provide us with valuable new information to develop *and make visible* measures of student persistence and success in community colleges.

MCC has committed to *providing the knowledge and expertise* from a team of individuals to participate in requirements gathering, *exploring the exchange of data*, and *providing feedback* on prototype analyses and reports developed through this project. Team members will represent our units that handle financial aid, admissions and registration, IT/data, institutional research and others.

Through participation in the proposed grant activities, MCC hopes to improve the articulation between high schools in our service area with regard to preparation and success in community college courses. We would like to streamline the required reporting for Carl D. Perkins Tech Prep grant indicators, pilot the use of the Unique Identification Code (UIC) services for postsecondary students, receive electronic transcripts, and admissions applications from Michigan high school students, and improve the quality of information available when students enroll and are assessed for appropriate placement in courses.

Additionally, MCC has begun an initiative with Utica Community Schools (UCS) to provide data back to the school district to provide aggregate information on academic success in MCC courses. We have also begun a conversation with Oakland University, and we hope that this grant may help develop successful models to facilitate the sharing of data from four-year institutions back to two-year institutions. We expect that this grant will enhance our current relationship with UCS, and we would like to build relationships with other LEA school districts in our service area so that we can improve the success of students who transition to MCC from area schools.

Sincerely,
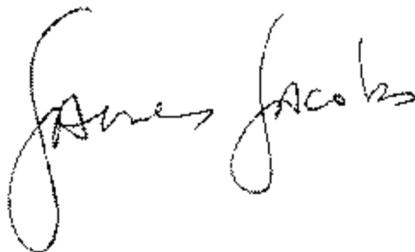
James Jacobs, Ph.D.
President

14500 E. 12 Mile Road, Warren, Michigan 48088-3896
(586) 445-7241 * Fax (586) 445-7886

September 22, 2008

Dave Feenstra
Hudsonville High School
President

Jim Ballard
MASSP
Executive Director

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Re: Statewide Longitudinal Data Systems Grant Application, CFDA 84.372A

Dear Dr. Gould and the US ED RFA Review Committee:

On behalf of the Michigan Association of Secondary School Principals (MASSP), I am writing to express our support for the work proposed in Michigan's application for the Longitudinal Data Systems Grant Program. Both the foundation and expansion activities outlined in the grant will provide great benefit to our members. We look forward to having representatives work with the Center for Educational Performance and Information (CEPI) to other to identify the automated data sets and reports that will provide quick turnaround of high impact information we need to make decisions through the foundation activities.

I am particularly excited about two outcomes from the expansion activities:

- First, high school principals will find great benefit in the proposed e-transcript enhancements that will provide reports back to our high schools on how individual students are progressing toward completion of the Michigan Merit Curriculum. Adding the ability to send additional enrollment materials to the e-transcripts Michigan's high school students send when they apply to postsecondary institutions is also a great benefit.
- Second, high school principals need information about how the students they prepare perform when they enroll in Michigan's postsecondary institutions. Data about how graduates persist to degree completion and the extent to which they are placed in developmental education courses is essential to a high school administration's ability to prepare students to be successful as they transition to postsecondary education and workforce settings. The expansion activities supporting the exchange of data between P-12 and postsecondary institutions will be extremely valuable to high school administrators.

We look forward to working collaborative with CEPI, the Michigan Department of Education (MDE), other state agencies and postsecondary education partners on the proposed grant activities so that Michigan's high school principals have the high-quality data they need to make informed decisions.

Respectfully,

Jim Ballard

Jim Ballard

ADVOCACY

EDUCATION

GUIDANCE

LEADERSHIP
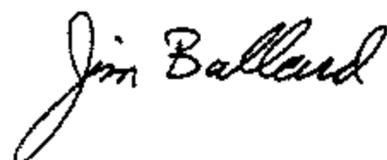
1001 Centennial Way Ste. 100
Lansing, Michigan 48917-9279
Phone **517.327.5315**
Fax **517.327.5360**
www.mymassp.com

Conceptual Diagram of Michigan's Proposed Grant Deliverables by Design Component
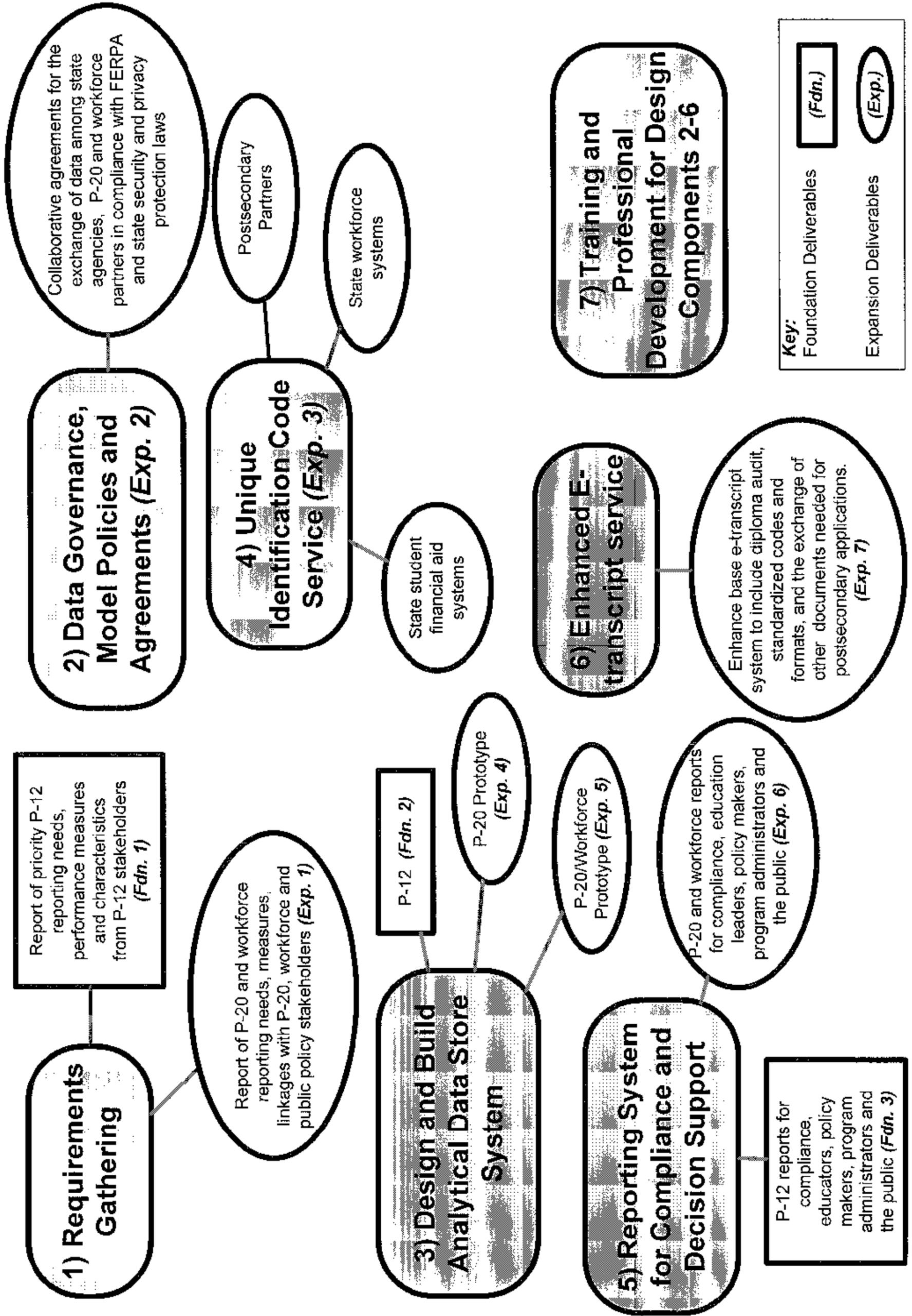
Key:
Foundation Deliverables *(Fdn.)*
Expansion Deliverables *(Exp.)*

1) Requirements Gathering

Report of priority P-12 reporting needs, performance measures and characteristics from P-12 stakeholders *(Fdn. 1)*

Report of P-20 and workforce reporting needs, measures, linkages with P-20, workforce and public policy stakeholders *(Exp. 1)*

2) Data Governance, Model Policies and Agreements *(Exp. 2)*

Collaborative agreements for the exchange of data among state agencies, P-20 and workforce partners in compliance with FERPA and state security and privacy protection laws

4) Unique Identification Code Service *(Exp. 3)*

Postsecondary Partners

State workforce systems

State student financial aid systems

3) Design and Build Analytical Data Store System

P-12 *(Fdn. 2)*

P-20 Prototype *(Exp. 4)*

P-20/Workforce Prototype *(Exp. 5)*

P-20 and workforce reports for compliance, education leaders, policy makers, program administrators and the public *(Exp. 6)*

5) Reporting System for Compliance and Decision Support

P-12 reports for compliance, educators, policy makers, program administrators and the public *(Fdn. 3)*

6) Enhanced E-transcript service

Enhance base e-transcript system to include diploma audit, standardized codes and formats, and the exchange of other documents needed for postsecondary applications. *(Exp. 7)*

7) Training and Professional Development for Design Components 2-6

The Ideal State Postsecondary Data System
15 Essential Characteristics and Required Functionality

Student Data

1. ***A Unique Statewide Student Identifier***. A unique, non-duplicated number that is assigned to and remains with a student throughout his or her educational career. A student identifier allows the state to follow the enrollment of each student over time across multiple academic programs and institutions, and allows a student to retrieve data about their own educational activity from multiple sources. In the ideal system, this is a number other than the Social Security Number although the SSN should continue to be collected and encrypted for use in matching student records to other databases.

2. ***Student-Level Enrollment, Degree Completion, and Demographic Data for All Public Colleges and Universities***. Accurate data on student enrollments and degree completion is essential to evaluate the effectiveness of the higher education system. Correct student demographic information is also critical for accurate disaggregation of performance measures to determine what is working for whom. The data system should contain at least one record per student per enrollment period (term, quarter, semester) for every public institution in the state.

3. ***Student-Level Financial Aid Data***. Access to or loss of financial aid has been shown to be a powerful determinant of student persistence and academic success. Data about levels of student support and how they change over time can be important in improving student progression and degree completion. At the same time, many states operate financial aid systems and it will be important to them to learn how effectively their funds are being invested. Finally, cost of attendance has become a major issue for consumers as well as policy-makers and an area of concern for accountability. For all these reasons, including financial aid data in a postsecondary longitudinal database is a wise investment.

4. ***Student-Level Transfer Data***. Enrollment "swirl" across institutions has become a major phenomenon in postsecondary education. As a result, the state postsecondary student database needs to support calculations of transfer rates to and from different kinds of institutions, as well as support analyses of the impact of transfer on student progression, academic performance, and eventual degree completion. It should also be capable of disaggregation to identify which populations are affected.

5. ***Student-Level Persistence and Graduation Data***. Linking student-level records across time periods (terms, years) allows the progress of individual students to be followed over time. This, in turn, enables the calculation of such measures as degree-completion and persistence rates. Performance measures like these have become basic indicators of institutional and program effectiveness.

Course Data

6. ***Student-Level (1) Remediation Data and (2) Developmental Education Participation and Success Data***. Large numbers of students now enter colleges and universities unprepared for college level work. This constitutes an enormous challenge and raises difficult issues of public policy because of the reluctance of public officials to "pay for the same education twice." Data are needed on remediation placement and developmental education participation and success.

7. ***Student-Level Course/Transcript-Level Data***. Student-level data elements on enrollment and degree completion will allow states to construct essential measures of student progression and success. Longitudinal records will be even more useful if states can use student-level course data to determine the details of academic performance for different kinds of students. This is a significant decision since it greatly increases the number of unit records stored and governed.

8. ***Student-Level Data on Assessed Academic Achievement***. The issue of student academic achievement in the form of demonstrated competence is of growing salience for postsecondary education policy. States (and others) want to know how participation in different courses of study affects academic outcomes and how these vary across different kinds of students.

9. ***Privacy Protection for All Individually-Identifiable Student Records.*** The Family Educational Rights and Privacy Act (FERPA) and other federal/state privacy protections obligate those who use student-level records to keep them secure. At the same time, privacy protection rules allow and encourage the use of student records in the aggregate to support research programs directed at improving instruction. This valuable resource should be utilized to the fullest extent possible. Polices including data sharing agreements must be in place that allow the appropriate use of unit record data at the same time states make the protection of privacy a priority.

10. ***The Ability to Match Student Records with Data on K-12 Educational Activities.*** As state higher education systems and school systems work to align expectations in high school with the demands of postsecondary education, better and more complete information is needed on school preparation and success in college-level work. States must move toward integrated and aligned data systems.

11. ***The Ability to Match Student Records with Data on Employment.*** Labor market outcomes for all students participating in postsecondary education are of considerable interest to state policymakers. Linking student records with existing state-level databases containing individual employment records allows states to construct measures of job placement and earnings by field of study and/or field of employment. This inclusion can be challenging for many states but the ideal system will incorporate the ability to demonstrate the relationship between student achievement and state labor needs.

12. ***Inclusion of Independent and For-Profit Institutions of Higher Education.*** In many states, private not-for-profit and for-profit institutions may garner substantial enrollment shares, so tracking students into and through these institutions has many advantages. The advantages for independent institutions also can be considerable, because they can follow their students as they enroll elsewhere as well as demonstrate their return on investment to state officials, especially if they participate in state financial aid programs. For all these reasons, states should make every effort to include as many institutions as possible in their state postsecondary databases.

13. ***A Single State-Level Student Unit Record (SUR) System for All Public Institutions.*** Several states maintain separate databases for different systems of postsecondary institutions (for example, one for four-year institutions and one for community colleges). While these may be effectively linked, the ideal system is designed around a single database environment to aid consistent data manipulation and analysis.

Data Governance

14. ***Data Audit System Assessing Data Quality, Validity, and Reliability.*** The decisions made in higher education are only as good as the data on which they are based. Accurate reporting by institutions to state systems is critical, and might not be attained in the absence of checks on the quality and accuracy of the data submitted. Quality must be verified in order for the public to have confidence in the information produced

15. ***Alignment with Broader State Goals, Demonstrated Usability and Sustainability.*** State postsecondary systems can not exist in isolation; they must be aligned with a state's long-term development plans and goals for its citizenry. Only by becoming an implemented part of a state's overall plan, will a system be sustained over the long term. Sustainability is developed as generated information is used to address state needs.

KAREN L. BUCKWALTER, PMP

OVERVIEW:

Senior Program Leader with 17 years of Program and Project Management experience leading initiatives for State Government and Fortune 500 companies in the automotive and telecommunications industries.

AREAS OF CONCENTRATION:

Professional experience includes using Project Management Institute (PMI)-based methodologies to lead a wide variety of projects from initiation through close-out. Specific areas of focus include the following:

- **People and Process**: Strategic Planning, Governance, Process Development, Organizational Change Management, Results-Oriented Facilitation, Quality Assurance, Communications Management, Risk Management, User Transition Management
- **Information Technology (IT)**: Custom Built and COTS System Implementations, Infrastructure Upgrades, Y2K Remediation, PC Relocation
- **Marketing Research**: Telephone and Mail (Questionnaire) Research Studies, Focus Groups, Product Evaluation Clinics, Drive Tests, One-on-one Interviews, Data Analysis, Report Writing, Questionnaire Design
- **Public Speaking**: Information Management Network Conference – April 2006, State of Michigan Project Management Networking Sessions

PROFESSIONAL EXPERIENCE:

January 2008 - Present   *State of Michigan*
Division Administrator 17, Senior Project Manager – Department of Information Technology

Responsible for leading extraordinarily complex project for the Center for Educational Performance and Information (CEPI) and the Michigan Department of Education that provides foundation information to Michigan's $11 billion State Aid Management System. The purpose of the project is to fully replace the existing school and student data management systems and tightly integrate these two systems into several other systems including, but not limited to, the Michigan Education Grants System, Registry of Education Personnel (REP), the Teacher Certification System, etc.

The IT Program provides multiple functions:
- Unique Identification Code for all students and education personnel
- Web-based Reporting for over 800 school districts
- Advanced Data Management using Data Marts
- Integration with student count data management and reporting
- Federal EDEN reporting compliance
- Expanded building entity relationship flexibility

Highlights

Program Cost and Duration: $4 million; 2.5 year multi-phase implementation

Project Team Size: 15+ State of Michigan Project Team Members; 15+ Vendor staff

September 2002 – January 2008   *State of Michigan*
Division Administrator 17, Senior Project Manager – Department of Information Technology

Responsible for leading one of the largest Information Technology Programs underway in Michigan government. The purpose of the program is to fully replace the Office of Retirement Services' (ORS) disparate Legacy member tracking and retirement processing applications with a tightly integrated, multi-functional modern system that will allow ORS to achieve its Vision: *"Fast, easy access to complete and accurate information and exceptional service."*

The IT Program provides multiple functions:
- Retiree Pension Payroll Processing
- Employer Web-based Reporting
- Membership Data Management
- Workflow Management
- Customer Relationship Management (CRM) (Siebel)
- Telecommunications Components including Interactive Voice Response (IVR) (Avaya), Computer Telephony Integration (CTI) (Genesys), and Monitoring and Recording (NICE)
- Document Management including Imaging and Indexing (FileNet)
- Personalized Correspondence Management
- Customer Web Self Service

Highlights

Program Cost and Duration: $40 million; Six-year multi-phase implementation

Project Team Size: 10-30 State of Michigan Project Team Members; 20-75 Vendor staff

Improved Customer Service, Productivity, and Data Accuracy
Implemented an Employer Reporting system and process change that migrated 700+ public schools to the practice of reporting wage and contribution data on a pay cycle basis and correcting report errors using an integrated Web-based system. Previously, data was reported on a quarterly basis, provided on diskette, and the Office of Retirement Services was responsible for error correction.
- Provided ORS with the ability to retire its customers in less than 30 days, rather than 90+ days.
- Allowed ORS to reassign over ½ of its Employer Reporting staff to other business critical functions to improve customer service.
- Improved data accuracy through the implementation of system-based business rules that allow only qualified data to post to the system.

Improved Customer and Employee Satisfaction:
Implemented a multi-phase CRM/Telephony system that provides ORS with the ability to immediately resolve customer inquiries and maintain historical records of interactions. This CRM system is tightly integrated with the retirement processing application, providing ORS staff with a tool that enables fast, easy access to accurate information. ORS has been able to continuously process more calls (annual increases of 8-13%) without adding staff. Retiree satisfaction ratings are high (93%) and employee satisfaction has jumped from 57% to 93%.

July 1995 – September 2002   *Electronic Data Systems (EDS)*
Senior Consultant/Project Manager

07/01 – 09/02
State of Michigan Department of Transportation (MDOT) Program Management Office

Responsible for the development and implementation of MDOT IT Project Management Processes:

- **Call for IT Projects** - Responsible for leading MDOT through identifying, prioritizing and approving IT initiatives consistent with the State's and MDOT's strategic direction. Worked with a core group made up of the MDOT CIO, a cross-section of IT Managers and Bureau Automation Managers to develop a sound IT Program.
- **Business and Technical Requirements Definition** – Co-led the identification and implementation of the Business and Technical Requirements Definition process currently in use at MDOT.
- **Executive Review Process Improvement** - Streamlined existing processes, resulting in productivity gains across the program.

10/00 – 07/01
Program Management Consulting (PMC) Executive Team Business Process Leader
- Led initiatives, set quality standards, and monitored and reported on corporate activities including utilization forecasting, financial forecasting, and workforce management analysis.
- Developed organizational processes and quality standards for business activities.
- Created assessment criteria and performed quality health checks related to current Regional business processes including resource management, communications, project documentation, and project prioritization.
- Core team member of a group tasked with the identification of the organization's strategic intent and objectives.

01/00 – 9/00
Program Management Consulting (PMC) Executive Team New Business Leader
- Developed and implemented processes and tools created to identify, qualify, communicate, and document Program and Project Management opportunities for the organization.
- Developed quality standards for opportunity screening and staff selection and monitored compliance to standards.
- Successfully screened and staffed hundreds of Program and Project Management opportunities across EDS.

02/99 – 1/00
Global Program Management Office Manager – Delphi Automotive Systems Y2K Program
- Responsible for ensuring global adherence to time, budget, and quality constraints while incorporating consistent processes and standards across each of Delphi Automotive's seven Divisions and four Regions.
- Led regular executive briefings with Corporate, Divisional and Regional CIO's.

- Set performance standards and rating criteria used to determine a dashboard status for each Division.
- Performed regular quality checks to ensure adherence to Program Office procedures.
- Promoted uniform communications by organizing and facilitating regular Program Office meetings to discuss progress, issues, and actions.
- Developed, conducted, and reported results of quarterly quality "gate reviews" centered on each Division's Y2K readiness.
- Prepared the corporation for external Y2K readiness audits and presented readiness data to auditors.
- Implemented the Delphi Automotive Systems Y2K "Web Portal" that was used to document, track, and report the status of global remediation efforts, supplier and utility readiness, and risk management/contingency planning status. Delivered all associated user training to Y2K leaders.
- Collected and reported Y2K expenditures to the Securities and Exchange Commission.
- Managed a project team of four professionals.

07/98 – 01/99
Change Manager – User Transition Management/Program Management Team
- Performed leadership responsibilities including interviewing, hiring, mentoring, managing, evaluating and releasing professional employees and contractors.
- Responsible for analyzing and reporting the demand for the User Transition Management service and initiating the organizational change to prepare the team to lead client programs and projects.
- Identified and analyzed the risks associated with organizational change.
- Developed transition plans focused on the user's perspective. Transition packages included scope documents, sponsorship commitments, schedules, communication plans, risk plans, frequently asked questions, and training materials.
- Defined and documented the team's services and tools and developed marketing plans.

EDUCATION

Bachelor of Business Administration, April 1992
University of Michigan, Dearborn, MI

Project Management Professional (PMP) Certification, 1999
Project Management Institute (PMI)

Leader's Internship Program Graduate, 1999
Electronic Data Systems (EDS)

Continuous Program/Project Management Education to Maintain my PMP Certification

Michael Patrick McGroarty

(b)(6)

(b)(6)

mcgroartym@michigan.gov

Functional Summary

Over ten years of experience in project management, database management, data analysis, data warehouse design, software and systems planning, design, and development for government and businesses. Strong customer communication and customer relation skills. Responsible for the completion of data warehousing, client-server, and web-based projects using the latest design and development technologies.

Summary of Qualifications

Consulted with clients to meet specific database, data warehouse, and reporting needs. Performed requirements gathering, data modeling, design documentation, quality assurance, and reporting. Extensive knowledge of State of Michigan education data, including data needs, collection applications, and dataset relationships. Knowledge and experience with State of Michigan project management methodologies.

Employment

Longitudinal Data Manager – State Administrative Manager 15
March 2007 to Present
> *State of Michigan Department of Management and Budget – Center for Educational Performance and Information*
> *Lansing, Michigan*
- Managing CEPI's Longitudinal Data Unit activities surrounding analysis and reporting of the State of Michigan's educational data
- Administering the Graduation and Dropout Review and Comment application
- Calculating and reporting statewide graduation and dropout rates
- Leading the design and execution of data imports, exports, reports, and ad-hoc queries
- Managing the CEPI Decision Support System projects including Data for Student Success
- Hiring new staff for the Longitudinal Data Unit

Data Quality Administrator – Departmental Specialist 15
September 2004 to March 2007
> *State of Michigan Department of Education - Office of Educational Assessment and Accountability*
> *Lansing, Michigan*
- Ensuring the quality of Michigan assessment data released to the public and research institutions
- Reporting assessment data required by the federal government
- Leading the design and execution of data imports, exports, reports, and ad-hoc queries
- Scheduling, designing, and developing database solutions and data models for OEAA applications

- Approving database interface solutions including queries and model changes
- Assessment liaison to CEPI Decision Support System project
- Analyzing and improving customers' existing databases

Database Administrator – Information Technology Specialist 14
August 2002 to September 2004
> *State of Michigan Department of Information Technology Agency Services*
> *Serving the Center for Educational Performance and Information and the Department of Education*
> *Lansing, Michigan*

- Performing database administrator duties for CEPI and MDE
- Leading CEPI data warehouse and Single Sign-on project teams
- Designing and developing database data models for applications including the Single Record Student Database
- Planning and gathering requirements for and designing CEPI data warehouse
- Assigning tasks and approving work for CEPI data warehouse team
- Planning, analyzing, and developing improvements to customers' existing databases
- Designing and executing imports, exports, reports, and ad-hoc queries
- Developing and implementing mechanisms for securing CEPI and MDE data
- Backup for unit manager during extended absences

Project Director - Senior Software Consultant
October 1998 to August 2002
> *Analysts International Sequoia Services/Sequoia NET.com,*
> *Auburn Hills and Lansing, Michigan*

- Generating proposals and gathering requirements from customers
- Assigning project roles and tasks to team members
- Designing and developing database, web, and client-server solutions
- Conducting employee evaluations and new hire interviews

Programmer/Analyst
May 1997 to October 1998
> *New World Systems Troy, Michigan*

- Developer of prototype application where technologies were introduced to the company's sales and marketing departments
- Developed documentation for conceptual, logical, and physical design phases

Education	**SAS Training – Base and Applied Analytics**	*April 2008*

State of Michigan Project Management Certification   *February 2004*
- Completed required coursework and novice certification exam

B.S. Computer Information Systems   *Fall 1991 – Spring 1997, Summer 2002*

Ferris State University Big Rapids, MI
- Completed all but one required curriculum classes for the CIS major under the PC Programming emphasis at Ferris State (Fall 1991 – Spring 1997)
- Completed remaining Principles of Finance class at Lansing Community College and transferred credits back to Ferris State (Summer 2002)

Microsoft Certified Professional   *MCP ID # 1462758 September 1999, March 2002*

Technical Experience

Operating Systems: Windows 9X, NTx, 2000,XP, Vista

Programming Languages/Tools: SQL, MDX, Visual Basic, HTML, DHTML, ASP, VBScript, JavaScript, XML, XSLT,

Database Management Systems: SQL Server 6.5/7.0/2000/2005, Access

Miscellaneous: SAS, Microsoft Office products, Visual SourceSafe, ADO, OLEDB, COM+, Visio 2000, Microsoft Project, Internet Information Server, Analysis Services (OLAP), Office Web Components, Microsoft Reporting Services, Crystal Reports, Remedy Action Request system, ESRI ArcMap, Adobe Photoshop,

Patricia Kurmas Cantú

Education
Doctoral Coursework in Education Administration, University of Michigan
Post-Masters course work in counseling, Oakland University
Master of Arts in Teaching; Curriculum, Instruction and Leadership, Oakland University
Bachelor of Science in Early Childhood Education, Oakland University

Experience

Director - Office of Career and Technical Education
Michigan Department of Education – July 2007 to present
Michigan Department of Labor and Economic Growth – December 2003 to July 2007
Michigan Department of Career Development – September 2001 to December 2003
Responsible for administration and supervision of staff (25 FTE) and programs for three units that provide statewide technical assistance and state and federal grants for Career and Technical education programs through the use of $40 million dollars in federal funding and $30 million dollars in state school aid for grades 9-12 career and technical programs. Responsibilities include the implementation of the Michigan State Plan for Career and Technical Education, the development, monitoring, administration and federal reporting of the federal Carl D. Perkins funds. Set statewide policy for Career and Technical Education and liaison with the Department of Labor and Economic Growth which distributes the postsecondary Perkins grants. Oversee on-site monitoring for sub-recipients of federal and state grants and Office for Civil Rights compliance monitoring of secondary and community college programs.

Supervisor - Planning, Evaluation and Finance Unit, Office of Career and Technical Preparation
Michigan Department of Career Development – May 1998 to September 2001
Michigan Department of Education – July 1998 to May 1998
Supervisor of 8 staff that maintain the data collection system for secondary CTE programs (Career and Technical Education Information System), the calculation of funding formulas for Carl D. Perkins federal funds and Section 61a State School Aid for CTE. Administer the Michigan Center for Career and Technical Education for statewide professional development and coordinate the Request for Proposals and Negotiated Grant Agreement process for the office. Maintain operating budget for OCTP, coordinate the development of the state plan for CTE in Michigan and the annual federal report (Consolidated annual Report) for Perkins.

Higher Education Consultant – Community College Services Unit
Office of Higher Education Management
Michigan Department of Education - November 1993 to July 1998
Responsibilities included the administration and monitoring of Carl d. Perkins federal grants given to eligible Community College applicants. Collection of Pell and BIA

recipient data as well as ACS contact hours in order to calculate the distribution formula to disburse the $13 million grant to the 28 c9ommunity colleges, tribal college and four-year institutions who qualify for funding each year. Approval of college grant applications and proposed budgets. Monitoring the use of federal funds to ensure that colleges are in compliance with all federal rules and regulations for the grant. Approve and monitor the use of funds for annual projects. End of year grant reconciliation of expenditures and approval of final report narratives for colleges. Technical assistance given to colleges on special projects and grant funds.

Administrative Professional Teacher Education Programs
Oakland University, Rochester, Michigan – August 1985 to October 1993
Responsibilities included providing resources to faculty members, teachers and students concerning the programmatic and curriculum requirements for teacher certification as defined by the State Department of Education. Participation as the representative of the Dean in the School of Education and Human Services (SEHS) Committee on Instruction. Supervision of counseling staff providing summer orientations for newly admitted students. Developed and maintained the Policies and Procedures Manual for the SEHS Advising Center. Responsible for the annual Report of the Center to the Dean of SEHS and the implementation and analysis of the yearly Advising Effectiveness Study. Supervision of office staff. Development of a data base for student records and training of staff to maintain the system. Design and update program plans and information brochures for potential SEHS undergraduate and graduate students.

Graduate Assistant
Oakland University, Rochester, Michigan – October 1984 to August 1986
Responsibilities included research work requested by faculty members, entering data from various studies into the Multics System for statistical analysis, researching bibliographies, evaluating student work and reading and abstracting various articles. Several research projects were requested each week.

Scott W. Thompson

EXECUTIVE SUMMARY

I am a 2005 graduate of Davenport University with a Master of Business Administration in Strategic Management. My undergraduate degree is a Bachelor of Science in Business Administration-Management Information Systems from Michigan Technological University. My professional experience includes management of customer support, management of support operations, information technology infrastructure support, technology training, software development, and project management.

My primary experience has been managing information technology customer service and support operations. Some of my management responsibilities have been strategic planning, project and program management, operations planning and budgeting, developing policies and procedures for operations, and facilitating communication with vendors and management at all levels of the organization. My background also includes direct support experience in client/server application and database development, LAN/WAN systems operations, and I have been an adjunct instructor at Davenport University in Lansing for over 14 years.

EMPLOYMENT EXPERIENCE

State Division Administrator 17   April 2007 to Present
Michigan Department of Information Technology (MDIT)

Client Service Director for all IT operations supporting the Michigan Department of Education (MDE) and the Center for Educational Performance Information (CEPI).

- Selected for the first Executive Development program for MDIT
- Manage 25 technology professionals and contractors supporting MDE and CEPI IT systems
- Responsible for the IT customer service to all technology support functions of MDE and CEPI
- Responsible for the program of projects and portfolio of all MDE and CEPI support systems
- Communicate and coordinate technology and personnel needs at all levels of the organization
- Act as a liaison between management, technical and non-technical personnel, and vendors
- Responsible for the development and execution of all contractual agreements with vendors
- Responsible for all procurement and acquisition in support of MDE/CEPI information technology
- Primary liaison for MDIT in the MDE/CEPI/MDIT governance process

State Division Administrator 17   2004 to 2007
Michigan Department of Information Technology (MDIT)
Client Service Director for IT operations for the Michigan Department of
Transportation (MDOT).

- Managed over 100 technology professionals and contractors supporting MDOT
  IT systems
- Managed annual Information Technology budget of approximately $28 million
- Responsible for the IT customer service to all technology support functions of
  MDOT
- Communicated and coordinated technology and personnel needs at all
  organizational levels
- Acted as a liaison between management, technical and non-technical
  personnel, and vendors
- Responsible for the development and execution of all contractual agreements
  with vendors
- Responsible for all procurement and acquisition in support of MDOT
  information technology
- Primary liaison for MDIT in the MDOT information technology governance
  process

Adjunct Instructor - Davenport University   1994 to Present
Provide all aspects of course planning and instruction for classroom and online
information technology related courses.

- Teach courses on technology management (e.g. Project Management etc.)
- Teach management courses (e.g. E-Commerce, International Business, etc.)
- Teach IT courses on basic design concepts (e.g. Network and Data
  Communications)
- Teach IT courses on basic information technology (e.g. Fundamentals of
  Computing)
- Taught IT courses on basic customer support (e.g. Help Desk Support
  Concepts)
- Taught technology courses (e.g. Network Operating Systems, Client/Server
  applications, etc.)
- Taught application programming languages and software packages (e.g. Visual
  Basic, etc.)
- Consult with CIS Department Chairperson regarding course development and
  modification

Information Technology Manager 15   2002 to 2004
Michigan Department of Information Technology (MDIT)
Managed an IT operations team supporting the Michigan Department of
Transportation (MDOT).

- Managed a distributed team of 24 IT professionals supporting a variety of
  MDOT systems
- Represented MDIT on the MDOT Intelligent Transportation Systems Steering
  Committee
- Participated on a cross-functional team to develop the MDIT Governance
  Model
- Managed a project to establish complete Software Development and System
  Life Cycles
- Responsible for the IT customer service to seven different major functions of
  MDOT
- Communicated and coordinated technology and personnel needs throughout
  the organization
- Acted as a liaison between management, technical and non-technical
  personnel, and vendors

Information Technology Analyst/Specialist   1998 to 2002
Michigan Department of Transportation (MDOT)
Performed IT support, development and project management for the Pavement
Management Unit.

- Analyzed manual processing operations of the PMS team for automation of
  their processes
- Automated manual processes resulting in a productivity improvement of more
  than 90%
- Developed Project Costing application, reducing processing time by several
  hours per project
- Created procedure to merge multiple data sources for analysis of uniform
  sections of road
- Developed a program to process uniform section data to satisfy information
  requirements
- Designed a database for containment of road analysis and location reference
  data
- Developed Pavement Condition Matrix program to calculate pavement
  condition percentages
- Developed program enhancement to produce calculations for over 6,000,000
  records of data

Technology Manager – Ameritech   1997 to 1998
Managed the support team and technology operations of the Lansing Customer Care Center.

- Developed strategic/operational MBO technology planning resulting in 97% completion bonus
- Advised corporate management regarding technology policies and needs of the Lansing office
- Implemented innovative applications improving technology department production by 67%
- Trained and acted as liaison between users, management, technology groups and vendors
- Supervised/assisted the Lansing office technology expansion to 7x24 service on time/budget
- Coordinated the expansion of the Lansing office by 54 workstations, a 15% increase
- Coordinated the implementation of a methods and procedures help desk
- Directed entire office and guided strategy and planning during a 2-day major outage recovery
- Supervised/supported the daily operation of a 400+ workstation multi-server network
- Supervised the implementation of 400+ workstation Windows NT conversions

EDUCATION
Master of Business Administration: Strategic Management
Davenport University, Lansing, Michigan – 2005

Masters Certificate: Information Technology Project Management
George Washington University, Washington D.C. - 2004

Bachelor of Science: Business Administration-Management Information System
Michigan Technological University, Houghton, Michigan - 1986

Curriculum Vitae
Margaret Merlyn Ropp, Ph.D.

Hannah Building, Second Floor
608 West Allegan
Lansing, MI 48913
517-241-2374
roppm@michigan.gov

Education

Ph.D. - Michigan State University, 1997, Educational Psychology, specialization in cognition and technology

M.A. - University of Nebraska-Lincoln, 1993, Museum Studies, specialization in curriculum and instruction

B.A. - University of Nebraska-Lincoln, 1988, Studio Art, teacher certification for K-12 art

Professional Experiences

Director – Center for Educational Performance and Information – State of Michigan, August 2004 - present.

Data Development and Support Manager – Center for Educational Performance and Information – State of Michigan, January 2003 – August 2004.

Director of Research and Evaluation – LEADing the Future – Michigan's Gates Project. On loan from Michigan Virtual University. January 2002 - January 2003.

Director of Teaching, Learning, and Professional Development Services - Michigan Virtual University, 2000-January 2002.

Assistant Professor - Mathematics, Science, Environmental and Technology Education, University of New Mexico, 1998-2000

Post-Doctoral Research Associate – National Science Foundation planning grant, Michigan State University, 1997-1998

Graduate Assistant

    LETSNet Project (Learning Exchange for Teachers and Students Through Internet), 1996-1997

    Henry Ford Academy of the Manufacturing Arts & Sciences, 1996

Technology Exploration Center, College of Education, 1995-1996

MSU Museum Ethiopia: Traditions of Creativity, 1994

University of Nebraska State Museum, 1992-1993

Graduate Teaching Assistant

TE 402 Crafting Teaching Practice, Michigan State University, 1996

CEP/TE 150 Reflections on Learning, Michigan State University, 1994

Curriculum and Instruction 359, University of Nebraska - Lincoln, 1992-1993

Physics Department - Problem Solving with Computers, University of Nebraska - Lincoln, 1993

Instructor, Graduate Studies in Education Overseas, Michigan State University - Okinawa, Japan, 1995 and 1997

Student Teacher Supervisor, University of Nebraska - Lincoln, 1993

Private Consultant, The National Arbor Day Foundation, 1992-1993

Intern, Nebraska Videodisc Group, a division of Nebraska Educational Television, 1992

K-12 Art Instructor

Co-teacher at Elliot Elementary School, Holt, MI, 1997

Louisville Public Schools Louisville, NE, 1988-1991

Publications and Creative Works

Publications

Ropp, M. M. & Fitzpatrick, J. (2002). Michigan Virtual University Update: Vision for Michigan's classroom teachers included in summary of nation's largest educational technology self-assessment. MACUL Journal, March-April 2002.

Knezek, G., Christensen, R., Miyashita, K., & Ropp, M. (2000). Instruments for assessing educator progress in technology integration. Institute for the Integration of Technology into Teaching and Learning (IITTL).

Ropp, M. M. (1999). Exploring individual characteristics associated with learning to use computers in preservice teacher preparation. Journal of Research on Computing in Education, 31(4), 402-424.

Ropp, M. M. (1999). Solutions to Teaching Educational Technology Courses: A Case of Cross-Institutional Team Teaching. In Technology and Teacher Education Annual. Washington, CD: Society for Technology in Teacher Education.

Ropp, M. M. (1998). A new approach to supporting reflective, self-regulated computer learning. In Technology and Teacher Education Annual. Washington, CD: Society for Technology in Teacher Education.

Ropp, M. M. (1997). Exploring individual characteristics associated with learning to use computers and their use as pedagogical tools in preservice teacher preparation. Unpublished doctoral dissertation, Michigan State University, East Lansing, MI.

Ropp, M. M. (1995). Interpreting Ethiopian creativity: Connecting process, product and artist. Proceedings of the annual meeting of the International Visitor Studies Conference, St. Paul, Minnesota, July 1995.

Funded Grants

Michigan Virtual High School Math, Science, and Technology Academy. Michigan Information Technology Network: 8/01-12/03, $800,000.

From shared vision to shared practice: Enabling tomorrow's teachers (Project Shared Visions), U. S. Department of Education to the University of New Mexico: 8/99-7/2002, $1,173,324.00 over 3 years (co-PI).

Longitudinal Data Systems to Support Data-Driven Decision Making: Institute for Education Sciences (IES) to the Michigan Department of Education: 2/06-present, $3,000,000.

Awards and Honors

2005- present State Liaison to the National Center for Education Statistics (NCES) Forum

2007-08 Council of Chief State School Officers (CCSSO) General Statistics Committee Chair for the Education Information Management Advisory Council

1991-92 Regent's Fellowship-University of Nebraska - Lincoln

1988 Phi Beta Kappa

1988 Superior Scholar Award

1984-88 7 Semesters on Dean's List - Undergraduate

1986 Golden Key Academic Honorary

1985 Phi Eta Sigma Academic Honorary

1985 Alpha Lambda Delta Academic Honorary

1984 Regent's Scholarship - University of Nebraska - Lincoln

Budget Narrative

Budget Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **1235-Budget Narrative.pdf**

Michigan Department of Education Budget Detail

1. Personnel (MDE)	Annual	% FTE Per Year	Total Amount	=	Expansion Grant Year 1	Expansion Grant Year 2	Expansion Grant Year 3	+	Foundation Grant Year 1	Foundation Grant Year 2	Foundation Grant Year 3
MDE Research Collaborative - Postesecondary Expansion	60,000	50%	90,000		30,000	30,000	30,000		0	0	0
2. Fringe Benefits (MDE)											
MDE Research Collaborative - Postesecondary Expansion	25,000	50%	37,500		12,500	12,500	12,500		0	0	0
Total Salary + Fringes			**$ 127,500**		**$ 42,500**	**$ 42,500**	**$ 42,500**		**$ -**	**$ -**	**$ -**
3. Travel (MDE)											
In-State/Local											
Mileage	$0.349 /mile 250 mile/mo		3,141		1,047	1,047	1,047		0	0	0
Per Diem	$100 /day (2 overnights/yr)		600		200	200	200		0	0	0
In-State subtotal			*3,741*		*1,247*	*1,247*	*1,247*		*0*	*0*	*0*
Out-of-State											
airfare and per diems	$0 ea.		0		0	0	0		0	0	0
Out-of-State subtotal			*-*		*0*	*0*	*0*		*0*	*0*	*0*
Sub-Total Travel:			**$ 3,741**		**$ 1,247**	**$ 1,247**	**$ 1,247**		**0**	**0**	**0**
4. Equipment & Hosting			0		0	0	0		0	0	0
Sub-total Equipment:			**$ -**		**$ -**	**$ -**	**$ -**		**$ -**	**$ -**	**$ -**
5. Supplies (MDE)											
General office	$50 /mo		1,800		600	600	600		0	0	0
Office PC			2,000		2000	0	0		0	0	0
Sub-total Supplies:			**$ 3,800**		**$ 2,600**	**$ 600**	**$ 600**		**0**	**0**	**0**
6. Contractual											
CEPI/MDIT-Staff			2,122,800		255,000	510,000	255,000		275,700	275,700	551,400
CEPI/MDIT-Other			487,922		$14,920	$14,920	$14,920		147,720	147,720	147,720
Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring			250,000		125,000				125,000		
UIC Service Dev.			500,000			500,000					
Analysis/Report Dev.			1,000,000				250,000				750,000
e-Transcript expansion			700,000			350,000	350,000				
Curriculum Development			200,000				100,000				100,000
Postsecondary Partners			100,000			100,000					
Sub-total Contractual:			**$ 5,360,722**		**$ 394,920**	**$ 1,474,920**	**$ 969,920**		**$ 548,420**	**$ 423,420**	**$ 1,549,120**
7. Construction n/a											
Sub-total Construction:			**$ -**		**$ -**	**$ -**	**$ -**				
8. Other (MDE)											
Rent	$5,000 Per FTE per Yr		7,500		2,500	2,500	2,500		0	0	0
Telephone	$50 /mo		1,800		600	600	600		0	0	0
Equipment Rental	$50 /mo		1,800		600	600	600		0	0	0
Sub-total Other:			**$ 11,100**		**$ 3,700**	**$ 3,700**	**$ 3,700**		**$ -**	**$ -**	**$ -**
9. Total Direct Costs:			**$ 5,506,863**		**$ 444,967**	**$ 1,522,967**	**$ 1,017,967**		**$ 548,420**	**$ 423,420**	**$ 1,549,120**
10. Indirect Costs (2.2% per Fed agreement for 10/01/08 thru 09/30/09):			**$ 10,365**		**$ 2,201**	**$ 3,807**	**$ 2,157**		**$ 1,100**	**$ 550**	**$ 550**
11. Training Stipends:			**$ -**		**$ -**	**$ -**	**$ -**		**$ -**	**$ -**	**$ -**
12. Total Costs:			**$ 5,517,228**		**$ 447,168**	**$ 1,526,774**	**$ 1,020,124**		**$ 549,520**	**$ 423,970**	**$ 1,549,670**

FOUNDATION GRAND TOTAL	$	2,523,161
EXPANSION GRAND TOTAL	$	2,994,067

Michigan Department of Education Budget Detail
(Addendum)

6. Contractual Costs Over Three Years

CEPI/MDIT			Annual	Foundation Grant FTE %	Foundation Amount	Expansion Grant FTE %	Expansion Amount	
Personnel:								
	CEPI Director		105,000	10%	10,500	10%	10500	
	CEPI Data Dev Mgr		86,000	0%	0	25%	21500	
	CEPI Longitudinal Data Mgr		86,000	40%	34,400	10%	8600	
	CEPI Longitudinal Query Analyst		58,000	40%	23,200	10%	5800	
	CEPI Longitudinal Data Analyst		58,000	40%	23,200	10%	5800	
	CEPI UIC Coordinator		65,000	0%	0	50%	32500	
	CEPI SRSD Coordinator		65,000	10%	6,500	10%	6500	
	CEPI Proj Coordinator		65,000	10%	6,500	10%	6500	
	CEPI Data Specialist (CCD)		63,000	15%	9,450	0	0	
	CEPI Data Specialist (EDEN)		63,000	15%	9,450	0	0	
	DIT Client Services Director		105,000	5%	5,250	5%	5250	
	DIT Senior Project Manager		230,000	40%	92,000	60%	138000	
	DIT Development Manager		86,000	10%	8,600	10%	8600	
	DIT Senior Developer (SRSD/UIC)		68,000	10%	6,800	10%	6800	
	DIT System Architect		65,000	10%	6,500	10%	6500	
	DIT Database Admin		75,000	10%	7,500	10%	7500	
	DIT Multidimensional DBA		65,000	40%	26,000	10%	6500	
	Total Salaries				**275,850**		**276,850**	
Fringes:								
	CEPI Director		47,000	10%	4,700	10%	4700	
	CEPI Data Dev Mgr		40,000	0%	0	25%	10000	
	CEPI Longitudinal Data Mgr		40,000	40%	16,000	10%	4000	
	CEPI Longitudinal Query Analyst		26,000	40%	10,400	10%	2600	
	CEPI Longitudinal Data Analyst		33,000	40%	13,200	10%	3300	
	CEPI UIC Coordinator		26,000	0%	0	50%	13000	
	CEPI SRSD Coordinator		24,000	10%	2,400	10%	2400	
	CEPI Proj Coordinator		35,000	10%	3,500	10%	3500	
	CEPI Data Specialist (CCD)		38,000	15%	5,700	0	0	
	CEPI Data Specialist (EDEN)		38,000	15%	5,700	0	0	
	DIT Client Services Director		47,000	5%	2,350	5%	2350	
	DIT Senior Project Manager		0	0%	0	0%	0	
	DIT Development Manager		40,000	10%	4,000	10%	4000	
	DIT Senior Developer (SRSD/UIC)		25,000	10%	2,500	10%	2500	
	DIT System Architect		33,000	10%	3,300	10%	3300	
	DIT Database Admin		40,000	10%	4,000	10%	4000	
	DIT Multidimensional DBA		35,000	40%	14,000	10%	3500	
	Total Fringes				**91,750**		**63,150**	
	Subtotals Per Year				$ 367,600		$ 340,000	
	Contract Length in Years				3		3	
	Sub-Total Salaries/Fringes:				**$1,102,800**		**$ 1,020,000**	**$ 2,122,800**

Travel:						
	In-State/Local					
	Mileage	$0.349	/mile			
		500	mile/mo	$3.141	$3.141	
	Per Diem	$96	/day	1,440	1,440	
	In-State subtotal			**$4,581**	**$4,581**	
	Out-of-State					
	airfare and per diems	$1,500	ea.	9,000	9,000	
	Out-of-State subtotal			**9,000**	**9,000**	
	Sub-Total Travel:					**$27,162,000**

Supplies:						
	General office	$100	/mo	$1,800	$1,800	
	Office PC	2	upgrades	2,100	2,100	
	Sub-total Supplies:			**$3,900**	**$3,900**	**$7,800**

Other:						
	Rent	$5,000	ea (2 FTE)	5,000	5,000	
	Telephone	$50	/mo (2 FTE)	600	600	
	Equipment Rental	$100	/mo	1,800	1,800	
	DIT IO/Admin/Support Allocated	10%	of IT Direct	18,280	19,880	
	Sub-total Other:			**$25,680**	**$27,280**	**$52,960**

Misc:					
	Equipment and Hosting		**$400,000**	**$ -**	**$400,000**
	PROJECT TOTALS CEPI/DIT		**$1,545,961**	**$ 1,064,761**	**$ 2,610,722**

Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring		$ 125,000	$125,000	
UIC Service Dev.		$ -	$500,000	
Analysis/Report Dev.		$ 750,000	$250,000	

e-Transcript expansion	$ -	$700,000
Curriculum Development	$ 100,000	$100,000
Postsecondary Partners	$ -	$100,000
TOTAL CONTRACTUAL COSTS	$2,520,961	$ 2,839,761	$ 5,360,722

Michigan Department of Education Budget Narrative

1. Personnel (MDE)	Annual	% FTE Per Year	Total Amount
MDE Research Collaborative - Postesecondary Expansion	60,000	50%	90,000

The MDE Research Collaborative Partner will be responsible for ensuring that the department interests and responsibilities for participating in, and providing feedback for, the overall LDS Expansion grant work is met. It is important that one individual coordinate the department's efforts related to the LDS Expansion grant. This is the only department staff position funded (in part) with grant dollars.

2. Fringe Benefits (MDE)

	Annual	% FTE Per Year	Total Amount
MDE Research Collaborative - Postesecondary Expansion	25,000	50%	37,500
Total Salary + Fringes		$	**127,500**

Fringe benefits attributable to direct salaries and wages are treated as direct costs of the grant. The fringe benefits amount is based on comparable positions in state classified service and includes retirement, longevity and insurances.

3. Travel (MDE)

	In-State/Local		
Mileage	$0.349	/mile	
		250 mile/mo	3,141
Per Diem	$100	/day (2 overnights/yı	600
In-State subtotal			***3,741***

A total of $3,741 is requested to support in-state travel for the MDE Research Collaborative Partner. Michigan's mileage reimbursement rate is $0.349 per mile. The travel will be related to state-level coordination meetings with Community Colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to six.

	Out-of-State		
airfare and per diems	$0 ea.		0
Out-of-State subtotal			-
Sub-Total Travel:		$	-

There is no out-of-state travel anticipated for this role. No dollars have been allocated in this line item.

4. Equipment

Sub-total Equipment:	n/a	$	-

There is no equipment being directly purchased by MDE related to this project. These project needs are inlcuded in the contractor portion of the budget.

5. Supplies (MDE)

General office	$50 /mo	1,800
Office PC		2,000
Sub-total Supplies:		$ **3,800**

General Office - The cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc), it is estimated that $50 per month x 12 months and will help cover costs for the MDE Research Collaborative Partner. These supplies will be used to carry out daily activities related to the project.

Office PC - A total of $2000 has been budgeted to procure a computer and related computing items for the MDE Research Collaborative Partner. The computer is necessary to carry out the work related to this project.

6. Contractual

CEPI/MDIT-Staff	2,122,800
CEPI/MDIT-Other	487,922
Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring	250,000
UIC Service Dev.	500,000
Analysis/Report Dev.	1,000,000
e-Transcript expansion	700,000
Curriculum Development	200,000
Postsecondary Partners	100,000
	$ **5,360,722**

CEPI/MDIT - The Center for Educational Performance and Information (CEPI) and the Michigan Department of Information Technology (MDIT) will coordinate and oversee the project components. CEPI's expertise is in school, staff and student data collection and tracking, and MDIT is the technology arm of state government in Michigan. Together the two agencies will be responsible for overseeing and completing the project deliverables.

CEPI/MDIT-Other - As subcontractors to MDE on this project, all costs associated with contractor travel, rent, phones, office supplies & materials, equipment, software and IT hosting charges are inlcuded in this amount. This amount is detailed out on the "Contractor Totals by Project" tab.

Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring - This item reflects the estimated cost of outside contractor services related to project deliverables for Foundation 1 (F1) and Expansion 1 (E1) activities.

UIC Service Development - This item reflects the estimated cost of outside contractor services realted to the project deliverable Expansion 7 (E7).

<u>Analysis and Report Development</u> - This item reflects the estimated cost of outside contractor services related to project deliverables Foundation 2 (F2), Foundation 3 (F3), and Expansion 4, 5, 6 (E4, E5, E6).

<u>e-transcript Expansion</u> - This item reflects the estimated cost of contractor services related to project deliverable Expansion 3 (E3).

<u>Curriculum Development</u> - All training materials, user guides, help aids and other web-based materials will be provided via outside contractor through this line item.

<u>Postsecondary Partners</u> - This item will provide a supplementary cost recovery stream for the postsecondary partners working on the Expansion project components. There will be costs associated with postsecondary readiness to accept UICs, e-transcripts and standardization efforts across student registration, curriculum and financial aid systems. This is not intended to fully fund the work of the postsecondary institutions but provides some support in their efforts to improve the data continuity in the state.

7. Construction   n/a
         Sub-total Construction: $ -

8. Other (MDE)

Rent	$5,000	Per FTE per Yr	7,500
Telephone	$50	/mo	1,800
Equipment Rental	$50	/mo	1,800
Sub-total Other:		$	**11,100**

Rent - Funding to support the rent for space occupied by the MDE Research Collaborative Partner has been included in the amount of $7500 which is the amount charged by the state for the space proportionate to the FTE value over the life of the grant.

Telephone - This item supports the local and toll call charges related to the MDE Research Collaborative Partner at an estimated rate of $50 per month.

Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax and copy machine use. A total of $1800 has been budgeted for this item.

9. Total Direct Costs: $ **5,506,863**

10. Indirect Costs (2.2% per Fed agreement for 10/01/08 thru 09/30/09): $ **10,365**

The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2008 through September 2009. The approved rate is 2.2% and applies to all of the grant activities in accordance with indirect cost rules.

11. Training Stipends: $ **-**

12. Total Costs: $ **5,517,228**

Michigan Department of Education Contract Narrative (Addendum)

6. Contractual

CEPI/MDIT

Personnel:	Annual	Foundation Grant FTE %	Foundation Amount	Expansion Grant FTE %	Expansion Amount
CEPI Director	105,000	10%	10,500	10%	10500
CEPI Data Dev Mgr	86,000	0%	0	25%	21500
CEPI Longitudinal Data Mgr	86,000	40%	34,400	10%	8600
CEPI Longitudinal Query Analyst	58,000	40%	23,200	10%	5800
CEPI Longitudinal Data Analyst	58,000	40%	23,200	10%	5800
CEPI UIC Coordinator	65,000	0%	0	50%	32500
CEPI SRSD Coordinator	65,000	10%	6,500	10%	6500
CEPI Proj Coordinator	65,000	10%	6,500	10%	6500
CEPI Data Specialist (CCD)	63,000	15%	9,450	0	0
CEPI Data Specialist (EDEN)	63,000	15%	9,450	0	0
DIT Client Services Director	105,000	5%	5,250	5%	5250
DIT Senior Project Manager	230,000	40%	92,000	60%	138000
DIT Development Manager	86,000	10%	8,600	10%	8600
DIT Senior Developer (SRSD/UIC)	68,000	10%	6,800	10%	6800
DIT System Architect	65,000	10%	6,500	10%	6500
DIT Database Admin	75,000	10%	7,500	10%	7500
DIT Multidimensional DBA	65,000	40%	26,000	10%	6500
Total Salaries			**276,850**		**276,850**

Fringes:

	Annual	Foundation Grant FTE %	Foundation Amount	Expansion Grant FTE %	Expansion Amount
CEPI Director	47,000	10%	4,700	10%	4700
CEPI Data Dev Mgr	40,000	0%	0	25%	10000
CEPI Longitudinal Data Mgr	40,000	40%	16,000	10%	4000
CEPI Longitudinal Query Analyst	26,000	40%	10,400	10%	2600
CEPI Longitudinal Data Analyst	33,000	40%	13,200	10%	3300
CEPI UIC Coordinator	26,000	0%	0	50%	13000
CEPI SRSD Coordinator	24,000	10%	2,400	10%	2400
CEPI Proj Coordinator	35,000	10%	3,500	10%	3500
CEPI Data Specialist (CCD)	38,000	15%	5,700	0	0
CEPI Data Specialist (EDEN)	38,000	15%	5,700	0	0
DIT Client Services Director	47,000	5%	2,350	5%	2350
DIT Senior Project Manager	0	0%	0	0%	0
DIT Development Manager	40,000	10%	4,000	10%	4000
DIT Senior Developer (SRSD/UIC)	25,000	10%	2,500	10%	2500
DIT System Architect	33,000	10%	3,300	10%	3300
DIT Database Admin	40,000	10%	4,000	10%	4000
DIT Multidimensional DBA	35,000	40%	14,000	10%	3500
Total Fringes			**91,750**		**63,150**

	Foundation	Expansion
Subtotals Per Year	$ 367,600	$ 340,000
Contract Length in Years	3	3
Sub-Total Salaries/Fringes:	**$ 1,102,800**	**$ 1,020,000**

A designated grant to CEPI will cover costs associate with CEPI and DIT overall oversight, delivery and implementation of the LDS Extension and Foundation project components. A synopsis of personnel activities and contributions is included in the Project Personnel section of the proposal. Although technology vendors will be critical to the overall project deliverables, the MDIT team will ensure that the solutions are crafted in line with state technology standards (security, web presence, firewall compliance, etc). We have spread relevant costs over the three-year project life in relation to deliverables and level-of-effort estimates.

Travel:

In-State/Local

			Foundation	Expansion
Mileage	$0.349 /mile			
	500 mile/mo		$3,141	$3,141
Per Diem	$96 /day		1,440	1,440
In-State subtotal			**$4,581**	**$4,581**

A total of $9,162 is requested to support in-state travel for the CEPI/MDIT leads on the project. Michigan's mileage reimbursement rate is $0.349 per mile. The travel will be related to state level coordination meetings with community colleges, Intermediate School Districts, Local School Districts and Public School Academies. The number of overnights have been limited to thirty total for the group. We have spread these costs over the three-year project life.

Out-of-State

		Foundation	Expansion
airfare and per diems	$1,500 ea.	9,000	9,000
Out-of-State subtotal		**9,000**	**9,000**

A total of $18,000 has been reserved for out-of-state travel for the CEPI/MDIT leads on the project. This amount will cover two staff members for three annual grant meetings with the USED. We have spread these costs over the three-year project life.

Supplies:

General office	$100	/mo	$1,800	$1,800
Office PC	2 upgrades		2,100	2,100
Sub-total Supplies:			**$3,900**	**$3,900**

General Office - This covers the cost of supplies (pens, paper, files, etc) and computer software supplies (software, printer toner, fax toner, etc). It is estimated that $100 per month will help defray project related costs for CEPI/MDIT. These supplies will be used to carry out daily activities related to the project. We have spread these costs over the three-year project life.

Office PC - A total of $4200 has been budgeted to procure a computer and related computing items for a total of two FTE's assigned to the project. This is not indicative of the total effort of the state, however, the computer upgrades are necessary to carry out the work of this project and defrays some of the added costs to the state. These costs were spread over the life of the grant.

Other:

Rent	$5,000	ea (2 FTE)	5,000	5,000
Telephone	$50	/mo (2 FTE)	600	600
Equipment Rental	$100	/mo	1,800	1,800
DIT IO/Admin/Support Allocated	10%	of IT Direct	18,280	19,880
Sub-total Other:			**$25,680**	**$27,280**

Rent - Funding to help support the rent for two FTE has been included in the amount of $10,000 which is the amount charged by the state for two FTE for a single year. We have spread these costs over the three-year project life to defray the added costs to the state.

Telephone - This item supports the local and toll call charges related to two FTE at CEPI. The amount has been estimated at the rate of $100 per month each. We have included only single year costs and spread them over the three-year project life.

Equipment Rental - Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax and copy machine use. A total of $3600 has been budgeted for this item. We have spread these costs over the three-year project cycle

DIT IO/Admin/Support Allocated - These charges are a combination of multiple charges incurred by CEPI in direct proportion to the IT staffing charges attributable to its work. These are overhead costs charged by the MDIT to cover basic overhead costs like phones, supplies, materials and the executive direction of the technology department. The costs are built up based on the percentage of total FTE time attributable to an organization. In this case, we've shown the cost as a product of total IT salaries attributable to the project. The historical trend shows higher than the 10% included in this grant budget (total of $52,960). We have spread these costs over the three-year project life.

Misc:	**Equipment and Hosting:**	$400,000	$ -

Equipment and Hosting - Costs for servers, operating system software, storage and hosting have been attributed to the Foundation portion of the project. Similar costs associated with the Expansion project are covered by the existing infrastructure and hosting plan used by the state and no additional resources are planned as costs to the grant.

TOTAL CEPI/DIT	**$ 1,545,961**	**$ 1,064,761**

Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring	$ 125,000	$125,000

Requirements Gathering - Analysis, Reporting, Longitudinal Data Structuring - This item reflects the estimated cost of outside contractor services related to project deliverables for Foundation 1 (F1) and Expansion 1 (E1) activities.

UIC Service Dev.	$ -	$500,000

UIC Service Development - This item reflects the estimated cost of outside contractor services realted to the project deliverable Expansion 7 (E7).

Analysis/Report Dev.	$750,000	$250,000
Analysis and Report Development - This item reflects the estimated cost of outside contractor services related to project deliverables Foundation 2 (F2), Foundation 3 (F3), and Expansion 4, 5, 6 (E4, E5, E6).		
e-Transcript expansion	$ -	$700,000
e-transcript Expansion - This item reflects the estimated cost of contractor services related to project deliverable Expansion 3 (E3).		
Curriculum Development	$ 100,000	$100,000
Curriculum Development - All training materials, user guides, help aids and other web-based materials will be provided via outside contractor through this line item.		
Postsecondary Partners	$ -	$100,000

Postsecondary Partners - This item will provide a supplementary cost recovery stream for the postsecondary partners working on the Expansion project components. There will be costs associated with postsecondary readiness to accept UICs, e-transcripts and standardization efforts across student registration, curriculum and financial aid systems. This is not intended to fully fund the work of the postsecondary institutions but provides some support in their efforts to improve the data continuity in the state.

TOTAL CONTRACTUAL COSTS	**$ 2,520,961**	**$ 2,839,761**

July 3, 2008

Ms. Rose Zuker
Chief Accountant
Michigan Department of Education
PO Box 30008
Lansing, MI 48909

Reference: Agreement No. 2008-167

Dear Ms. Zuker:

The original and one copy of an Amended Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect cost for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

> US Department of Education
> Attention: Mr. John Masaitis
> Room 21C4, UCP
> 830 First Street, NE
> Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact John Masaitis on (202) 377-3837 or you may e-mail Mr. Masaitis at john.masaitis@ed.gov.

The next indirect cost rate proposal based on fiscal year ending September 30, 2008 is due in this office by March 31, 2009. This proposal should be sent to the above address.

Sincerely,

Richard T. Mueller, Director
Indirect Cost Group

Enclosures

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Michigan Department of Education
PO Box 30008
Lansing, Michigan 48909

EIN: 386000134

DATE: July 3, 2008

AGREEMENT NO. 2008-167
FILING Reference: This replaces
previous Agreement No. 2007-181
dated April 26, 2007

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period From	To	Rate	Base	Coverage Location	Applicability
Fixed	10-01-07	09-30-08	2.8%	1/	All	All Programs
Fixed	10-01-08	09-30-09	2.2%	1/	All	All Programs

1/   Total Direct Costs Less: (1) Equipment Purchases; (2) Flow-through Funds; (3) Alterations and Renovations; and, (4) The Portion of Individual Subcontracts Exceeding $25,000. Payments to separating employees for unused leave are treated as direct costs when allocated to direct activities.

Capitalization Policy: Equipment items are those with a unit acquisition cost of $5,000 or more, and an estimated useful life of one year or more. The exception is copy machines, which are classified as Equipment regardless of acquisition cost. (On financial reports, some cost centers show Equipment costs of under $5,000. This is due to purchases being allocated to benefiting centers based on estimated use or other methodology).

SECTION II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Michigan Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed herein is predicated on the conditions: (A) that no cost other than those incurred by the Michigan Department of Education were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the State Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the agency, and which was used as a basis for acceptance of rates agreed to herein are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to changing a particular type of cost from an indirect cost a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs, which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

SECTION III - Special Remarks

1.   This agreement is effective on the date of approval by the Federal Government.

2.   Questions regarding this agreement should be directed to the negotiator.

3.   Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

4.   Federal programs currently reimbursing indirect costs to this Department/Agency by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.

SECTION IV - Approvals

For the State Agency:

Michigan Department of Education
PO Box 30008
Lansing, Michigan 48909
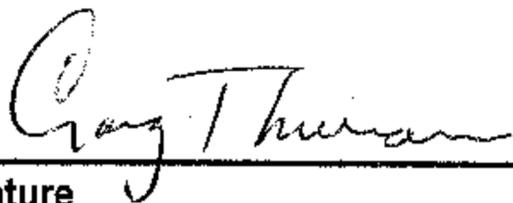
Craig Thurman
Signature

Craig Thurman
Name

Assistant Director / OFM
Title

July 8, 2008
Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21C4, UCP
Washington, DC 20202-4450

Signature

Richard T. Mueller
Name

Director, Indirect Cost Group
Title

July 3, 2008
Date

John J. Masaitis
Negotiator

(202) 377-3837
Telephone Number