

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100017**

Closing Date: DEC 04, 2009

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**Application for Federal Assistance SF-424**

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
12/3/2009	SLDS 2009 Grant Application

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Nebraska Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
470491233	808819882

**d. Address:**

* Street1:	301 Centennial Mall South
Street2:	6th Floor
* City:	Lincoln
County:	Lancaster
State:	NE
Province:	
* Country:	USA
* Zip / Postal Code:	68509

**e. Organizational Unit:**

Department Name:	Division Name:
Nebraska Department of Education	Data Services

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

Prefix:	Mr.	* First Name:	Robert
Middle Name:	M		

\* Last Name: Beecham

Suffix:

Title: Senior Administrator

Organizational Affiliation:

\* Telephone Number: (402)471-4740 Fax Number: (402)471-0774

\* Email: BOB.BEECHAM@NEBRASKA.GOV

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

A: State Government

Type of Applicant 3: Select Applicant Type:

A: State Government

\* Other (specify):

State Education Agency

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems CFDA 84.384

**13. Competition Identification Number:**

84.384

Title:

Statewide Longitudinal Data Systems under the American Recovery and

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

State of Nebraska, public school districts and public postsecondary institutions.

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

Nebraska Statewide Longitudinal Data System

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: NE-ALL

\* b. Program/Project: 84.384

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

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

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

a. Federal	\$ 7435245
b. Applicant	\$
c. State	\$ 1482722
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 8917967

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

a. This application was made available to the State under the Executive Order 12372 Process for review on .

- b. Program is subject to E.O. 12372 but has not been selected by the State for review.  
 c. Program is not covered by E.O. 12372.

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Mr. \* First Name: Robert

Middle Name: M

\* Last Name: Beecham

Suffix:

Title: Senior Administrator

\* Telephone Number: (402)471-4740 Fax Number: (402)471-0774

\* Email: BOB.BEECHAM@NEBRASKA.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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

NA



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Nebraska Department of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 747,806	\$ 788,514	\$ 722,573	\$ 0	\$ 0	\$ 2,258,893
2. Fringe Benefits	\$ 373,930	\$ 415,649	\$ 392,593	\$ 0	\$ 0	\$ 1,182,172
3. Travel	\$ 139,195	\$ 86,716	\$ 76,997	\$ 0	\$ 0	\$ 302,908
4. Equipment	\$ 50,700	\$ 0	\$ 0	\$ 0	\$ 0	\$ 50,700
5. Supplies	\$ 45,150	\$ 37,056	\$ 34,287	\$ 0	\$ 0	\$ 116,493
6. Contractual	\$ 1,499,878	\$ 1,013,414	\$ 660,117	\$ 0	\$ 0	\$ 3,173,409
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 31,134	\$ 33,479	\$ 30,940	\$ 0	\$ 0	\$ 95,553
9. Total Direct Costs (lines 1-8)	\$ 2,887,793	\$ 2,374,828	\$ 1,917,507	\$ 0	\$ 0	\$ 7,180,128
10. Indirect Costs*	\$ 94,213	\$ 77,936	\$ 72,968	\$ 0	\$ 0	\$ 245,117
11. Training Stipends	\$ 0	\$ 0	\$ 10,000	\$ 0	\$ 0	\$ 10,000
12. Total Costs (lines 9-11)	\$ 2,982,006	\$ 2,452,764	\$ 2,000,475	\$ 0	\$ 0	\$ 7,435,245

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 4.7%

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.7%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Nebraska 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	\$ 269,502	\$ 265,026	\$ 226,403	\$ 0	\$ 0	\$ 760,931
2. Fringe Benefits	\$ 100,330	\$ 102,008	\$ 91,995	\$ 0	\$ 0	\$ 294,333
3. Travel	\$ 66,542	\$ 16,256	\$ 16,874	\$ 0	\$ 0	\$ 99,672
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 9,886	\$ 9,726	\$ 10,115	\$ 0	\$ 0	\$ 29,727
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 6,827	\$ 7,099	\$ 7,384	\$ 0	\$ 0	\$ 21,310
9. Total Direct Costs (lines 1-8)	\$ 453,087	\$ 400,115	\$ 352,771	\$ 0	\$ 0	\$ 1,205,973
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 453,087	\$ 400,115	\$ 352,771	\$ 0	\$ 0	\$ 1,205,973

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Robert M Beecham

**Title:** Senior Administrator

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

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Nebraska Department of Education Address: 301 Centennial Mall So City: Lincoln State: NE Zip Code + 4: 68509-4987  <b>Congressional District, if known: 01</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Statewide Data Systems  CFDA Number, if applicable: 84.384	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Scott Swisher Title: Deputy Commissioner Applicant: Nebraska Department of Education Date: 11/20/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

**APPLICANT'S ORGANIZATION**

Nebraska Department of Education

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr.      First Name: Scott      Middle Name: H

Last Name: Swisher      Suffix:

Title: Deputy Commissioner

Signature:

Date:

12/02/2009

ED 80-0013

03/04

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

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
Mr.          Robert                              M                              Beecham

Address:

\* Street1:              301 Centennial Mall South  
Street2:                6th Floor  
\* City:                    Lincoln  
County:                 Lancaster  
\* State:                 NE\* Zip / Postal Code: 68509 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                                      code)  
(402)471-4740                              (402)471-0774

Email Address:

BOB.BEECHAM@NEBRASKA.GOV

**2. Applicant Experience**

Novice Applicant                       Yes               No               Not applicable

**3. Human Subjects Research**

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

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:****Attachment:**

Title :

File :

# **Project Narrative**

## **Project Narrative - Project Abstract**

Attachment 1:

Title: **Nebraska Abstract** Pages: **1** Uploaded File: **n:\SLDS\_GRANT\_ABSTRACT\_2009-12-03-A.pdf**

**Statewide Longitudinal Data Systems Grant**  
**CFDA Number: 84.384**  
**Nebraska**  
**Abstract**

Nebraska is pleased to submit an application for 2010 funding under the State Longitudinal Data System grant program. If funded, this application will meet all of the capabilities and America COMPETES Act elements outlined in the Request for Application. While the Nebraska Department of Education will be the primary recipient of the grant, overall governance will be the responsibility of the Nebraska P-16 Initiative. Currently headed by Governor Dave Heineman, the Initiative was formed to facilitate the transition of students from prekindergarten to high school to postsecondary education. A memorandum of understanding for the new system, that includes all levels of Nebraska education will be in place before the grant begins. The letters provided in appendix D, demonstrate the widespread support for this application.

This application requests funding for eight specific projects that will provide Nebraska with a comprehensive PK-20 data system that meet the required capabilities and elements described in the Request for Application. The flagship project of this application will establish linkages with postsecondary data systems by extending Nebraska's current SLDS into Nebraska public postsecondary institutions. It will include the assignment of the NDE Student ID to postsecondary students and the reporting of data on those students to the existing NDE data warehouse. This application also requests funding to link teachers to the institution where they received their preparation.

This application describes plans to link teachers to students by adding two new data collections to Nebraska's system; one to collect detailed information on the courses teachers teach and the other to collect courses completed and the grades earned by students. This will require a new teacher ID system. In addition, this application reflects Nebraska's focus on Early Childhood education by creating an expanded data system to support this important activity.

Like other states, Nebraska is struggling to implement the new high school graduation guidelines. This application requests funding for an automated tool to assist school districts in locating their students and creates a unique framework for locating dropouts that may be enrolled in a neighboring state. The Career Education Analysis outcome requests funding to use the data collected by the longitudinal system to test the concept of tracking students who are "concentrators" beyond high school.

Finally, this application requests funding that will provide critical support for new projects by expanding our very successful training network. This network was established to supplement the staff development efforts of our regional Educational Service Units. In addition, funding is requested to expand our public reporting facilities to include new data categories described in this application. Together, the outcomes described in this application will enable Nebraska to efficiently and accurately manage, analyze, disaggregate and use individual student and staff data to support district and school efforts to close the achievement gap while also increasing overall student achievement.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **Nebraska Project Narrative** Pages: **30** Uploaded File: **n:\SLDS\_GRANT\_PROJECT\_NARRATIVE\_2009-12-03-A.pdf**

**Longitudinal Data Systems Grant  
CFDA Number: 84.384  
Nebraska**

**Project Narrative**

**A. Need for Project**

The current Nebraska Statewide Longitudinal Data System (SLDS) was designed to support various state and federal program activities and functions. While the Nebraska Student and Staff Record System (NSSRS) cannot currently meet all twelve elements of the *America COMPETES Act* or the seven capabilities outlined in Section IV of the Request for Application, the system is designed with a flexible data architecture that allows for change and expansion. The Nebraska Department of Education (NDE) believes that Nebraska's SLDS can meet the expanding needs of state policy makers, the requirements outlined in this grant program and other programs of the *American Recovery and Reinvestment Act (ARRA)*. This application will also support Nebraska's Race to the Top application where the primary objective is to support district and school efforts to close the achievement gap while also increasing overall student achievement.

This section outlines the current capabilities of Nebraska's SLDS and describes the areas that will need to be supplemented with funding from this grant and from other sources.

In school year 2007-08 the NDE began the first full year of implementation of Nebraska's SLDS known as the Nebraska Student and Staff Record system (NSSRS) in Nebraska public schools. NSSRS included the implementation of the NDE Student ID (eScholar Uniq-ID<sup>®</sup> for Students) and the creation of a state data warehouse (eScholar Complete Data Warehouse<sup>®</sup> for PK-12), which incorporated student level demographic data (including data regarding special education, programs for English language learners, school district or Educational Service Unit operated early childhood programs), student enrollment data, student performance data and other program participation data. In 2007, Nebraska received funding under the second round of the SLDS grant program. That grant funded the following projects:

- Incorporation of Special Education and Curriculum components: Special Education data has been incorporated into the NSSRS and updating curriculum component will be delayed to coordinate with the Student and Teacher Course Information (B) outcome proposed in this application.
- Implementation of the Data Quality Curriculum: The curriculum is complete and now part of an overall strategy to continuously improve data quality, including an annual data conference.
- Creation of an Electronic Transcript Facility: The Nebraska eTranscript Initiative has been adopted in over 75% of Nebraska schools.

- Installation of a decision support system: The Data Reporting System (DRS) will be implemented in December 2009 and will provide access to detailed data via the internet. See “A.6 Data Reporting System” in Appendix A for an example of an “Advanced Inquiry” report.
- Supplementing existing training with staff at regional Educational Service Units: This very successful project has provided regional support to Nebraska school districts as they implement new state data systems.

As Nebraska developed the NSSRS, standards and guidelines of the National Center for Education Statistics were incorporated. In addition to the handbook series that defined data elements on various topics, NDE has used most of the National Forum on Education Statistics guides including the *Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies (2004)*, the *Forum Guide to the Privacy of Student Information: A Resource for Schools (2006)* and the *Forum Guide to Implementing New Federal Race and Ethnicity Categories (2008)*. In addition, eScholar, Nebraska’s provider for unique ID and data warehouse systems, incorporates the NCES standards and guidelines into their products.

Nebraska has developed partnerships with State workforce agencies and the workforce investment system to build a data system that can provide information to inform complex policy questions that cut across education, the workforce, and economic development contexts. Several initial projects support the elements of coordination and partnership among different state agencies. As part of preliminary relationship development the NDE worked collaboratively with the Nebraska Department of Labor (DOL) and the Coordinating Commission for Postsecondary Education (CCPE) to achieve a Family Policy Compliance Office (FPCO) and Family Educational Rights and Privacy Act (FERPA) approved Unemployment Insurance (UI) wage record matching project for purposes of identifying employment placement rates of graduates of the students identified within the Carl D. Perkins Career and Technical Education Act (Perkins).

In addition, Nebraska also created a non-government organization entitled FutureForce Nebraska that strives to coordinate the priorities of Economic Development, the needs of Workforce Development, and the delivery of educational programs at the secondary and postsecondary levels in Nebraska. A developing project focus of FutureForce is the creation of a database that captures the services, priorities, and resources available among local, regional, state, and federal programs. The data will then be used to identify alignment, duplication, and to highlight gaps among programs and services in education, training, and workforce initiatives. Further, the incorporation of participant data of programs stemming from informal education systems, such as community- and faith-based organizations, creates a unique opportunity to develop a more comprehensive analysis of student achievement. The impact of the Nebraska SLDS to support the efforts of alignment provides tremendous promise.

NDE has a longstanding partnership with research groups within Nebraska and outside the state. Most of these researchers are employed by state universities or work at

regional labs. NDE regularly provides data to national research organizations and works closely with Nebraska universities and colleges in the evaluation of state education programs. For example, NDE is currently working with the University of Nebraska-Lincoln to evaluate Nebraska state math programs. NDE developed the *Nebraska Data Access and Management Policy* that describes the procedures researchers and NDE must follow in releasing student data within FERPA guidelines.

In developing this application, NDE consulted extensively with key stakeholders. This application is a joint effort between the Nebraska P-16 Initiative and the Nebraska Department of Education. This application contains letters of support from the organizations represented on the executive committee of the Nebraska P-16 Initiative. Another important sounding board for this application has been Nebraska's state education Data Advisory Committee that includes school administrators, teachers, and data experts. NDE also consulted individually with representatives of the University of Nebraska system, Nebraska State College system and Nebraska Community College system. Further, NDE consulted with statewide organizations including the Nebraska State Education Association (teachers union), the Nebraska Association of School Boards, and the Nebraska Council of School Administrators. NDE is confident that all stakeholders are aware of Nebraska's current ability to meet the SLDS requirements.

The remainder of Section A will describe the extent to which Nebraska's SLDS currently supports each of the seven required capabilities and twelve essential elements. Section B will describe in detail how each of the eight outcomes proposed in this application relate to each capability and element, either to eliminate a deficiency or to actually make use of that capability or element.

### ***Required Capabilities***

#### Capability 1 (C1): Enable States to examine student progress and outcomes over time

Nebraska assigns an NDE Student ID to all public school students prekindergarten (PK) through grade 12. NDE Student IDs are assigned to students who are served by a public school prekindergarten program. The NSSRS contains individual student performance data in math, reading, writing, and science. The NSSRS can follow individual student progress on State assessments in these subjects over time. Nebraska has a contract with the *National Student Clearinghouse* to obtain college-going data on Nebraska high school graduates. While there is currently no direct linkage to postsecondary, workforce, or Armed Forces data sources, this grant application focuses on the connections to postsecondary data. The plan to extend a connection to workforce data sources is a future project.

NDE considers early childhood to be a foundational part of a child's P-16 educational experience. While NDE has included children from birth to kindergarten age who are served by schools and educational service units in the NSSRS, the majority of prekindergarten children are served in programs outside the scope of public education. To adequately improve the kindergarten readiness of prekindergarten children, Nebraska seeks to build an information system to

collect and use data regarding child participation in early childhood programs across systems. The use of unique student identifiers is a key element of this interface. It will be necessary to seek a change of policy in order to assign unique student identifiers beyond the current scope of NDE and to extend to community-based early childhood programs including Head Start and child care. A second key element in this interface is the creation of a training registry. This training registry will provide crucial data regarding the preparation, ongoing training, and effectiveness of early childhood educators in early childhood programs beyond public education.

Nebraska's postsecondary environment provides unique opportunities for coordination among public postsecondary institutions, which include:

- University of Nebraska System
  - University of Nebraska-Kearney (UNK) campus
  - University of Nebraska-Lincoln (UNL) campus
  - University of Nebraska Medical Center (UNMC)
  - University of Nebraska-Omaha (UNO) campus
- Nebraska State College System
  - Chadron State College
  - Peru State College
  - Wayne State College
- Nebraska Community College System
  - Central Community College
  - Metropolitan Community College
  - Mid-Plains Community College
  - Northeast Community College
  - Southeast Community College
  - Western Community College

The University of Nebraska system operates four separate campuses at Lincoln, Omaha, Kearney, and a Medical Center. A board of regents provides oversight and policy direction for these institutions. The Nebraska College of Technical Agriculture (NCTA) is also a campus within the University system that provides less than baccalaureate degrees in areas related to agriculture.

The Nebraska State College system consists of three primary institutions that originated with a teacher education mission. The state colleges are governed a board and supported by a separate state funded coordinating body.

Six community college areas are delineated by geographic region and are independently managed by different elected boards of directors. The geographic regions provide different mechanisms for delivering education within the region. The Nebraska Community College Association strives to provide coordination among the institutions but the individual institutions maintain autonomy within a geographic region and include multiple campus locations within each region.

The University of Nebraska system (four University campuses) and the Nebraska State College system (three college campuses) are in the midst of implementing a new shared student information system to be implemented fall 2010. The six community colleges within Nebraska each have their own student information system. This grant application does not include Nebraska's private postsecondary institutions.

The Coordinating Commission for Postsecondary Education (CCPE) is a state agency that works to provide coordination and some aspects of oversight for the higher education institutions in Nebraska. The CCPE provides support for data reporting, conducts research studies commissioned by the Executive and Legislative Branch, and provides approval, through a board, of new programmatic offerings and capital expenditures of the higher education institutions in Nebraska.

The work on this required capability is ongoing in Nebraska; however, with support from this grant, Nebraska will be able to improve its capability to examine student progress and outcomes over time. The flagship project of this grant request will be the expansion of the NDE Student ID and data warehouse from PK-12 into postsecondary education. This grant will help Nebraska meet an important goal of Nebraska P-16 (See "A.3 Nebraska P-16 Goals" in Appendix A for a complete list):

"Develop an effective longitudinal data system which provides information on the Nebraska educational system from preschool through post graduate degree attainment and entry into the work force to help align resources with strategic goals."

Nebraska needs to begin discussions and planning to support potential linkages to the workforce and Armed Services in order to track student outcomes and progress. The baseline relationship of the data matching with the Nebraska Department of Labor's Unemployment Insurance (UI) wage record system is an essential area of exploration and development. The creation of the Memorandums of Understanding, processes ensuring confidentiality, and the opportunity to create systemic options for administrative data matching among state and federal databases. Potential use of the Wage Record Interchange System (WRIS), the Federal Employees Data System (FEDES), the US Railroad System, and the federal Department of Defense (DOD) systems allow for an accurate and reliable source of post-school activity data. In addition, consideration for alignment to other workforce data systems including Workforce Investment Act (WIA), Adult and Basic Education (ABE), and Technical Assistance for Needy Families (TANF) is important.

In summary, this application requests funding to support this capability as part of the following outcomes: Postsecondary Student Information (A), Student and Teacher Course Information (B), Cohort Analysis (E), Career Education Analysis (F), Birth to Five Early Childhood (G), and Continuation and Expansion of Support Systems (H).

Capability 2 (C2): Exchange of data among agencies and institutions within the State and between States

Nebraska's SLDS does enable the exchange of data with the Department of Labor as well as the Department of Health and Human Services for both Medicaid in Public Schools (MIPS) program and school lunch direct certification. NDE intends to expand the linkages with other state agencies and organization as allowed under FERPA and other applicable federal and state law. Nebraska's SLDS does not currently support the exchange of data between states; however this application requests funding to create a multi-state Student Locator Framework as part of the Cohort Analysis (E) outcome. Federal guidance allows several forms of documentation of enrollment, including whether the student has been reported as enrolled in a state longitudinal data system. Therefore, school districts and states could identify undocumented dropouts if a system were developed that could locate students who have moved to a neighboring state based on student enrollment activity recorded within the SLDS of participating states. Nebraska, Iowa, Missouri and Kansas will be partners in the Student Locator Framework proposed in this application.

In addition, this application requests funding to support this capability as part of the following outcomes: Postsecondary Student Information (A), Birth to Five Early Childhood (G) and Continuation and Expansion of Support Systems (H).

Capability 3 (C3): Link student data with teachers

Nebraska's SLDS does not currently link student data with teachers. NDE will meet this capability by expanding the current eScholar data model. This application requests funding to implement this capability as part of the following outcomes: Student and Teacher Course Information (B), NDE Staff ID (C), and Continuation and Expansion of Support Systems (H).

Capability 4 (C4): Enable the matching of teachers with information about their certification and teacher preparation programs

NDE's Teacher Certification system can match information about teachers with their certification but has limited capability to match teacher preparation program information. This application requests support to expand NDE's current Teacher Certification system to prepare both for the new NDE Staff ID and to more effectively match teachers to information about their certification and teacher preparation programs as part of the Teacher Preparation (D) outcome.

Capability 5 (C5): Enable data to be easily generated for continuous improvement and decision-making

The *Nebraska Framework for Continuous Improvement* describes the model for creating a continuous improvement plan for local schools and districts. See "A.5 NDE Continuous Improvement Process" in Appendix A for sample pages from this website. The model requires the creation of a school profile that must include student demographics and performance data, among other data elements. Reporting components of the Nebraska SLDS, including the State of the Schools

Report website, are utilized by most school districts and the Data Reporting System, which was funded under Nebraska's 2007 SLDS grant, becomes available in December 2009. These tools provide timely information to parents, teachers, and school leaders on the achievement of their students and a variety of other topics.

This application requests funding to support this capability as part of the following outcomes: Postsecondary Student Information (A), Student and Teacher Course Information (B), NDE Staff ID (C), Cohort Analysis (E), Career Education Analysis (F), Birth to Five Early Childhood (G), and Continuation and Expansion of Support Systems (H).

Capability 6 (C6): Ensure the quality and integrity of data contained in the system

Under the 2007 SLDS grant, Nebraska has created a data quality curriculum which provides training to local board members, administrators and data stewards about implementing best practices at school districts. The grant also supports an annual data conference in 2008, 2009, and 2010. In addition, NDE implemented a unique data auditing process that pairs NDE program staff (Program Data Managers) with NDE technology staff (Data Audit Coordinators) who are jointly responsible for data timeliness, accuracy, and completeness. NDE also implemented an automated data validation and verification system (NSSRS Validation) that provides school district personnel with tools and reports to review errors and verify accuracy to determine if corrections to data are required. This application seeks funds to continue the data quality training for local board members, administrators, and data stewards; new system-specific training for postsecondary institutions staff who will be new to the data collections; and continued internal support for the NDE Helpdesk.

Although this capability will support all outcomes proposed in this application, funding to support only the Continuation and Expansion of Support Systems (H) outcome is requested.

Capability 7 (C7): Provide the ability to meet reporting requirements of the Department

Nebraska currently meets all ED Facts reporting requirements. A description of the extent that Nebraska currently meets the twelve elements of the *America COMPETES Act* appears later in this section.

All outcomes proposed in this application, except Birth to Five Early Childhood (G), will benefit from this capability. However, none of the outcomes included in this application request specific funding to support this capability.

Nebraska's current SLDS supports some of the data-related requirements identified in other SFSF assurances. The following is a discussion of the SFSF assurance areas excluding the assurance related to the collection and use of data

that is addressed previously and later in this section under the *America COMPETES Act*.

**SFSF Assurance: Achieving equity in teacher distribution**

Nebraska can currently report the number and percentage of core academic courses taught, in high and low-poverty schools, by Highly Qualified Teachers with data collected via the Teacher Certification (TC) system and the NSSRS. This includes data on teacher experience, education attained, certification, and endorsement. Nebraska will collect the data for the evaluation of teachers and principals via other NDE systems.

**SFSF Assurance: Standards and Assessments**

Student performance on standards and assessment is collected through the NSSRS and the Nebraska State Accountability (NeSA) systems and made available to the public via the State of the Schools Report and the Data Reporting System. The National Assessment of Educational Progress (NAEP) results are reported on the State of the Schools Report.

The State will be able to provide the number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate in 2011 based on data collected via the NSSRS.

Nebraska will be able to report the proposed SFSF metrics of the students who graduate from high school (using the four-year adjusted cohort rate) and the number who enroll in an institution of higher education upon implementation of the Postsecondary Student Information (A) outcome.

**SFSF Assurance: Supporting Struggling Schools**

The data to identify and support the persistently lowest achieving schools is collected via the NSSRS and other NDE data collections.

***Elements of the America COMPETES Act***

Element 1 (E1): A unique statewide student identifier

Nebraska has assigned the NDE Student ID to all public school students in the state since 2006-2007. Nebraska will extend the NDE Student ID into all public Nebraska postsecondary institutions as part of the Postsecondary Student Information (A) outcome. This application also requests funding to support this element as part of the Birth to Five Early Childhood (G) and Continuation and Expansion of Support Systems (H) outcomes.

Element 2 (E2): Student-level enrollment, demographic, and program participation information

This data is currently collected via the NSSRS for PK-12. NDE will begin collecting this type of data for all public Nebraska postsecondary institutions as part of Postsecondary Student Information (A) outcome. This also application requests funding to support this element as part of the following outcomes: Student and

Teacher Course Information (B), Cohort Analysis (E), Birth to Five Early Childhood (G), and Continuation and Expansion of Support Systems (H).

Element 3 (E3): Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

This data is currently collected via the NSSRS for PK-12. NDE will begin collecting this data for all public Nebraska postsecondary institutions as part of Postsecondary Student Information (A) outcome. This application also requests funding to support this element as part of the following outcomes: Student and Teacher Course Information (B), Cohort Analysis (E), Birth to Five Early Childhood (G), and Continuation and Expansion of Support Systems (H).

Element 4 (E4): The capacity to communicate with higher education data systems

Nebraska's SLDS does not currently communicate with postsecondary data systems but this application requests funding to establish such an interface to public Nebraska postsecondary institutions as part of Postsecondary Student Information (A) outcome. This application also requests funding to support this element as part of the Career Education Analysis (F) and Continuation and Expansion of Support Systems (H) outcomes.

Element 5 (E5): A State data audit system assessing data quality, validity, and reliability

As mentioned previously regarding Capability C6, NDE implemented an automated data validation and verification system (NSSRS Validation) that provides school district personnel with tools and reports to review errors and verify accuracy to determine if corrections to data are required. NDE also implemented a unique data auditing process that pairs NDE program staff (Program Data Managers) with NDE technology staff (Data Audit Coordinators) who are jointly responsible for data timeliness, accuracy, and completeness. This application requests funding to support this element as part of the following outcomes: Postsecondary Student Information (A), Student and Teacher Course Information (B), and Continuation and Expansion of Support Systems (H).

Element 6 (E6): Yearly test records of individual students

These data will be collected via NSSRS for individual students in Nebraska's current classroom-based assessment system until the implementation of the Nebraska State Accountability (NeSA) system. The statewide assessments under NeSA will be phased in over the next three years: Reading 2009-2010, Math 2010-2011 and Science 2011-2012. Although this element will support both the Career Education Analysis (F) and Continuation and Expansion of Support Systems (H) outcomes, funding to support this element is not requested in this application.

Element 7 (E7): Information on students not tested, by grade and subject

As mentioned previously regarding element E6, these data will be collected via NSSRS for individual students in Nebraska's current classroom-based assessment system until the implementation of the Nebraska State Accountability

(NeSA) system. The statewide assessments under NeSA will be phased in over the next three years: Reading 2009-2010, Math 2010-2011 and Science 2011-2012. Although this element will support both the Career Education Analysis (F) and Continuation and Expansion of Support Systems (H) outcomes, funding to support this element is not requested in this application.

Element 8 (E8): A teacher identifier system with the ability to match teachers to students

Nebraska's SLDS is not able to match teachers to students and the current teacher identifier is based on the teacher's social security number. This application requests funding to replace the use of Social Security Numbers to identify teachers and other certificated staff as part of the NDE Staff ID (C) outcome; the ability to match teachers to students as part of the Student and Teacher Course Information (B) outcome; and support the training and reporting requirements as part of the Continuation and Expansion of Support Systems (H) outcome.

Element 9 (E9): Student-level transcript information, including information on courses completed and grades earned

Nebraska's current SLDS does not support this element. NDE will meet this element by expanding the eScholar data model. This application requests funding to support this element in the Student and Teacher Course Information (B) and Continuation and Expansion of Support Systems (H) outcomes.

Element 10 (E10): Student-level college readiness test scores

Nearly 72% of Nebraska seniors take the ACT. NDE is currently loading 2007-08 and 2008-09 student-level ACT data into the NSSRS. NDE is negotiating with the College Board to include AP and SAT scores in the NSSRS but this application is not requesting funds to support this effort. Although this element will benefit from the Career Education Analysis (F) outcome, this application does not request funds to support this element.

Element 11 (E11): Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education

Nebraska has a contract with the National Student Clearinghouse that provides some data on transition of Nebraska high school graduates into postsecondary education. NDE will continue this contract but this application requests funding to support collecting this data, particularly regarding remedial course-taking, for all public Nebraska postsecondary institutions as part of Postsecondary Student Information (A) outcome, data analysis as part of the Career Education Analysis (F) outcome, and reporting and training requirements as part of the Continuation and Expansion of Support Systems (H) outcome.

Element 12 (E12): Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

These data will be determined as part of a memorandum of understanding between the NDE and representatives of Nebraska public postsecondary institutions. This application requests funding to support this element as part of the following outcomes: Postsecondary Student Information (A), Student and Teacher Course Information (B), Career Education Analysis (F), and Continuation and Expansion of Support Systems (H).

## **B. Project Outcomes Related to System Requirements and Implementation**

Nebraska's P-20 Statewide Longitudinal Data System (SLDS) seeks to support district and school efforts to close the achievement gap while also increasing overall student achievement by informing education policy with quality data. This application supports that mission by ensuring the SLDS has the seven required capabilities and contains the twelve elements of the *America COMPETES Act* by achieving the following eight outcomes:

- A: Postsecondary Student Information
- B: Student and Teacher Course Information
- C: NDE Staff ID
- D: Teacher Preparation
- E: Cohort Analysis
- F: Career Education Analysis
- G: Birth to Five Early Childhood
- H. Continuation and Expansion of Support Systems

The "A.1 Project Scope Diagram" located in Appendix A depicts how these outcomes will be organized for project management and system design purposes. Unless otherwise specified, the existing Nebraska Student and Staff Record System (NSSRS) will be the primary method of data collection for all outcomes. Likewise, the existing State of the Schools Report (SOSR) and Data Reporting System (DRS) will be the primary methods of public data reporting. Therefore, the "Nebraska P-20" data system will be a composite of the NSSRS (data collection) and the SOSR/DRS (data reporting). See "A.6 Data Reporting System" in Appendix A for an example of an "Advanced Inquiry" report.

Tables 1 and 2 below provide a cross reference of proposed Nebraska outcomes with the seven required data system capabilities and twelve essential elements, where an "X" indicates the outcome supports the capability or element and an asterisk (\*) indicates the outcome actually benefits from a particular capability or element. Please note that reference to individual capabilities or data elements within this application will utilize the identifiers and short descriptions used in Tables 1 and 2. Expanded definitions of these capabilities and elements, as well as a description of system components already in place, appear in "Appendix C – Current Status of State's Longitudinal Data System".

**Table 1: Cross Reference of Required Data System Capabilities and Nebraska Outcomes**

Required Data System Capabilities		Partially Supported	Nebraska Outcomes							
#	Short Description		A	B	C	D	E	F	G	H
C1	Enable States to examine student progress and outcomes over time	X	X	X			X	X	X	X
C2	Enable the exchange of data among agencies and institutions within the State and between States	X	X				X		X	X
C3	Link student data with teachers			X	X					X
C4	Enable the matching of teachers with information about their certification and teacher preparation programs	X				X				
C5	Enable data to be easily generated for continuous improvement and decision-making	X	X	X	X		X	X	X	X
C6	Ensure the quality and integrity of data	X	*	*	*	*	*	*	*	X
C7	Support Department [SFSF and ED <i>Facts</i> ] reporting requirements	X	*	*	*	*	*	*		*

**Table 2: Cross Reference of Required Data Elements and Nebraska Outcomes**

Required Data System Elements		Partially Supported	Nebraska Outcomes							
#	Short Description		A	B	C	D	E	F	G	H
E1	Unique statewide student identifier	X	X						X	X
E2	Student-level enrollment, demographic and program participation	X	X	X			X	*	X	X
E3	Student-level exit/transfer/completion	X	X	X			X	*	X	X
E4	Communicate with higher education		X					X		X
E5	Data audit system assessing quality, validity and reliability	X	X	X	*	*	*	*	*	X
E6	Yearly test records of individual students	X						*		*
E7	Students not tested, by grade and subject	X						*		*
E8	Teacher identifier system with ability to match teachers to students			X	X					X
E9	Courses completed and grades earned			X						X
E10	Student-level college readiness test scores	X						*		
E11	Secondary-to-postsecondary transition	X	X					X		X
E12	Data to address alignment and preparation for postsecondary		X	X				X		X

### ***Outcome A: Postsecondary Student Information***

The Postsecondary Student Information (A) outcome will leverage existing Nebraska Student and Staff Record System (NSSRS) processes, procedures, hardware, and software. See “A.4 Nebraska P-20: NSSRS Perspective” in Appendix A for an overview of some components of the NSSRS.

#### Objective A.1: Extend the NDE Student ID into postsecondary

NDE currently licenses the eScholar Uniq-ID<sup>®</sup> for Students system from eScholar and 486,876 NDE Student IDs had been assigned as of November 1, 2009. As part of this outcome, Nebraska will expand this license to allow assigning NDE Student IDs to postsecondary students not already having been assigned an NDE Student ID during their PK-12 educational experience (e.g. postsecondary transfers-in from out of state).

Each Nebraska public postsecondary institution will assign NDE Student IDs using the same system and processes currently used by public districts for PK-12 students. The NDE Trainer Team will provide training to staff at postsecondary institutions on the eScholar Uniq-ID<sup>®</sup> for Students system.

#### Objective A.2: Incorporate Postsecondary Student Data into the NSSRS

NDE currently licenses the eScholar Complete Data Warehouse<sup>®</sup> for PK-12 (CDW-PK12) for use by NSSRS. Additionally, NDE will license the eScholar Complete Data Warehouse<sup>®</sup> for Postsecondary (CDW-PS) and will utilize existing NSSRS hardware and software in support of this outcome.

Four data sets will be collected from Nebraska public postsecondary institutions as a result of this outcome at two points during the academic year, fall and year-end.

1. Fall Enrollment: Students enrolled as of the official fall reporting date used by the reporting institution for Integrated Postsecondary Education Data System (IPEDS) reporting, including demographic data for full and part-time students.
2. Year-end Enrollment: Cumulative set of students enrolled during a particular academic year, including demographic data for full and part-time students and indication of remedial coursework.
3. Year-end Credits Earned: Credit hours accumulated for students enrolled during a particular academic year.
4. Year-end Academic Awards: Cumulative set of students granted postsecondary degrees, diplomas, certificates or other formal awards during a particular academic year.

Dates selected by each postsecondary institution for IPEDS reporting, for example the official fall reporting date, will be the “as of” dates used for this outcome. This will provide consistency with other counts currently published by each postsecondary institution and will enable Institutional Research (IR) departments to leverage existing methods where appropriate. This will also enable institutions,

which have widely disparate calendar systems (quarter, semester, or trimester), to accurately represent student data that is suitable for comparison.

NDE will be responsible for coordinating with eScholar to extend the CDW-PS based on the requirements determined necessary to incorporate student-level data from Nebraska public postsecondary institutions pertaining to demographics, enrollment, credits earned, and academic awards. As with all NSSRS data collections, NSSRS Data Manager will be used to submit data and NSSRS Validation will be used to ensure that data submitted is correct. The NDE Trainer Team will provide training on the NSSRS Data Manager and NSSRS Validation systems to staff at postsecondary institutions.

***Outcome B: Student and Teacher Course Information***

Nebraska will be able to match teachers and students by expanding the current eScholar data model in order that a given student is linked to the particular teachers primarily responsible for providing instruction in various subjects. The courses that each student completes and the grades they earn will be captured on the *Student Grades* template. Each course and section will be identified through NDE's existing course taxonomy and will require the addition of a "section" identifier for each course. Using the same course/section identifier, school districts will use the *Course Instructor Snapshot* template to identify the individual teaching each section of each course.

Detailed requirements for this outcome will be developed by adapting the current eScholar templates and NSSRS template instructions with assistance from an external advisory committee comprised of representatives from all sectors Nebraska's education system. The NDE School Personnel and Curriculum (SPC) committee will propose a process and prepare documentation for approval by the NSSRS Executive Committee and then reviewed by the Data Advisory Committee.

As with all NSSRS data collections, NSSRS Data Manager will be used by school districts to submit data, NSSRS Validation will be used by school districts to ensure that data submitted is correct, and NDE will work with vendors of student information systems used by Nebraska school districts to ensure reporting requirements are understood. Many additional reports must be developed in support of this outcome for use by district and NDE staff.

An external advisory group will be commissioned to create the business rules for appropriate linking of student performance to teachers. This external advisory group will consist of representatives of the Nebraska State Education Association (NSEA), school principals, districts superintendents, teachers and NDE staff.

This outcome will require development of a training program and the expansion of public reporting facilities as described in Continuation and Expansion of Support Systems (H) outcome.

Objective B.1 Add Courses Completed and Grades Earned to the NSSRS

B.1.1 Consult with internal and external groups to develop detailed requirements for collecting data on the Student Grades template.

B.1.2 Update NSSRS Student template instructions.

B.1.3 Create new NSSRS validation and verification reports.

B.1.4 Adapt and update the current NDE Course Taxonomy.

Objective B.2 Add Courses Taught to the NSSRS

B.2.1 Consult with internal and external groups to develop detailed requirements for collecting data on the Course Instructor Snapshot template.

B.2.2 Update NSSRS Staff template instructions.

B.2.3 Create new NSSRS validation and verification reports.

Objective B.3 Student/Teacher Connection Business Rules

B.3.1 Convene an external advisory group to create the business rules and review data related to connecting students to teachers to assessment.

**Outcome C: NDE Staff ID**

A requirement of the *America COMPETES Act* is a teacher identifier system with the ability to match teachers to students. A reliable staff identifier system is critical to many of the outcomes identified in this application. Nebraska's current staff identification process utilizes individual Social Security Numbers (SSN). This application requests funding to eliminate the use of SSN to identify a teacher by utilizing the eScholar Uniq-ID<sup>®</sup> for Staff system to generate the new NDE Staff ID.

Migrating to the new NDE Staff ID will affect many NDE systems. In particular, the NDE Teacher Certification system must be updated to incorporate the NDE Staff ID even though it will continue to maintain a SSN for each staff person as required by state statute as part of Nebraska's teacher certification application process. However, SSN will no longer be used to identify staff in NSSRS staff reporting. Other NDE systems, documentation, and NSSRS template instructions will also require modification to replace SSN with the new NDE Staff ID.

Initially, NDE will assign NDE Staff IDs to all staff having been reported via NSSRS in Year 1. NDE will provide districts a cross-reference file containing both SSN and the new NDE Staff ID for each staff reported during the previous school year in order for districts to update their data systems. Subsequent NDE Staff ID assignments will be made by district personnel upon hiring new staff in reportable positions.

This outcome will require development of a training program as described in the Continuation and Expansion of Support Systems (H) outcome.

Objective C.1: Assign NDE Staff ID to Existing Staff

C.1.1 Purchase license and configure eScholar Uniq-ID<sup>®</sup> for Staff.

C.1.2 Assign NDE Staff IDs to all staff reported in the NSSRS.

C.1.3 Design, develop, test and implement a process to import the NDE Staff ID into Teacher Certification.

C.1.4 Create a file for school districts to import into their data system with NDE Staff IDs and SSNs.

Objective C.2: Update NDE systems for NDE Staff ID

C.2.1 Update all the Teacher Certification database tables to include the NDE Staff ID.

C.2.2 Update legacy tables and reports to include NDE Staff ID.

C.2.3 Update Teacher Certification user interface to display NDE Staff ID not SSN except for specific users.

C.2.4 Update NSSRS validation and verification reports to display NDE Staff ID.

C.2.5 Hire staff to resolve NDE Staff ID issues in Teacher Certification and NSSRS.

***Outcome D: Teacher Preparation***

Currently Nebraska's Teacher Certification (TC) system collects data on teacher preparation programs but the data are not complete. A cursory investigation of NDE's current system revealed that nearly 44% of active teachers do not have information in their record to match to their preparation program. Therefore, contract staff must manually pull information from microfiche and paper files, perform the necessary research and enter the results into the Teacher Certification system.

An ad hoc committee will be assigned the following tasks:

1. Determining the detailed business requirements for appropriate linking of teachers to their preparation programs,
2. Ensure business rules are applied appropriately during research, and
3. Validate and verify data entry, as required.

Reports for the ad hoc committee and teacher preparation institutions will be designed and developed as part of the Continuation and Expansion of Support Systems (H) outcome.

***Outcome E: Cohort Analysis***

The purpose of the Cohort Analysis (E) outcome is to provide Nebraska school districts with a tool to ensure students are assigned to the correct cohort, at the correct school and with the correct final status. In addition to ensuring accurate graduation and dropout rates, this tool supports state initiatives related to school

mobility and highly mobile students by improved accuracy of student enrollment data in all grades spanning multiple school years.

Nebraska school districts began providing the Expected Graduation Year of each student with the implementation of NSSRS in 2007-2008. A student's Expected Graduation Year is determined when the student starts grade nine for the first time and remains permanent. For example, a student who starts grade nine in 2010 will have an Expected Graduation Year of 2014 and is considered a member of the "2014 Cohort." Each high school has its own set of students that comprise its "2014 Cohort" based on student enrollment activity and Expected Graduation Year. A student can be a member of only one cohort.

Cohorts become the basis for adjusted cohort graduation rates beginning in 2011. Therefore, districts need a tool to ensure the accuracy of the 2011 Cohort Four-year Graduation Rate. Districts will benefit immediately as features of the Cohort Analysis tool are implemented because districts are already tracking members of three separate cohorts: the 2011 Cohort, the 2012 Cohort, and the 2013 Cohort.

In coordination with Iowa, Missouri and Kansas, this outcome will implement a Student Locator Framework that will assist school districts in each state identify student dropouts who later enroll in a school district within one of the participating states. After positive identification, the former school may report such a student as a transfer-out. The fact that all four states currently license the eScholar Uniq-ID<sup>®</sup> for Students system will expedite the "identification" of possible matches but significant effort will be required to evaluate student enrollment data because of disparate data systems and complex business rules.

The Cohort Analysis tool will have the following capabilities:

1. Ability to determine one statewide Expected Graduation Year based on district-provided data for each student grade nine or above that will be considered the official cohort assignment of each student in Nebraska.
2. An "Expected Graduation Year Lookup" function that enables districts to find out the official cohort assignment for a particular student as determined by NDE based on district-provided data.
3. Ability to identify the students who are currently members of each cohort at each high school.
4. Ability to identify students who are added to each cohort based on enrollment activity at each school and the reason(s) for inclusion.
5. Ability to identify students who are removed from each cohort based on enrollment activity at each school and the reason(s) for exclusion.
6. Ability to identify students who remain in each cohort at each school but are not currently enrolled.
7. Ability to identify students who remain in each cohort at each school and are not currently enrolled but have subsequently enrolled in another Nebraska school.

8. Ability to identify students who remain in each cohort at each school and are not currently enrolled but are a possible match in the multi-state Student Locator Framework who is known to have subsequently enrolled in school within a participating state.
9. Ability to analyze cohort composition by student demographic subgroups.
10. Ability to identify anomalies in student enrollment data and facilitate the data correction process.
11. Ability to identify students reported as enrolled concurrently at more than one high school.
12. A “Student Enrollment Lookup” function that provides districts with an indication if a particular student received education services in another Nebraska district after withdrawing.
13. Ability to provide suitable documentation upon which the district can rely to demonstrate a student received education services in another district after withdrawing and therefore can be considered a transfer-out.

A successfully implemented Cohort Analysis tool is a natural extension of the NSSRS and will ensure more accurate graduation, dropout and mobility rates.

#### ***Outcome F: Career Education Analysis***

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) focuses on the career and technical education in secondary and postsecondary education. Key tenants of the program include data performance measures at both the secondary and two-year postsecondary levels, a seamless transition for students between the different levels of education, an evaluation of the post school activity including employment, and a strong evaluation component to support continuous improvement in teaching and learning.

Currently, there are 96,453 Career Education students in grades 7-12 and 32,456 Career Education students at the grade 13-14 level in Nebraska community colleges. These numbers represent nearly 96% of all students in grades 7-14. In 2009-10, there are 249 K-12 school districts along with the six community colleges and the Nebraska College of Technical Agriculture (NCTA), a 2-year college campus affiliated with the University of Nebraska, participating in Perkins activities.

For purposes of this grant application the use of the Perkins program performance measures and the expectations of a longitudinal program analysis will serve as a pilot project to engage, on a smaller programmatic scale, the data systems, and processes developed and implemented as part of the Nebraska SLDS in addition to exploring the informal education data sources. The use of the program specific area to conduct analysis is intended to create potential models for implementation and testing, support the longitudinal use and evaluation of the data, and create, in essence, a pilot of deeper and broader analysis in the future of the entire system. The Career Education Analysis (F) outcome serves as a beginning step in Nebraska’s SLDS development to focus on using the data for longitudinal analysis,

continuous program improvement, and a strong focus on improving practices associated with preparing students for college and career readiness. The integration and enhancement of informal educational data sources is also a foundational tenant of this outcome through engagement and work with FutureForce Nebraska and the newly created Center for Student Leadership and Extended Learning Opportunities.

#### Objective F.1: Student Data Collection Implementation

F.1.1 Ensure the Postsecondary Student Information (A) outcome includes required data elements and processes to conduct longitudinal analysis of Career Education pilot.

F.1.2 Conduct meetings and analysis of data requirements for implementing data collection elements necessary for Career Education pilot that include discussion and planning of potential workforce data connection opportunities.

#### Objective F.2: Analysis Model Development

F.2.1 Develop data analysis model that include secondary to postsecondary transitions analysis, student-level college readiness test scores, alignment and preparation for postsecondary, student-level enrollment, demographic and program participation, student-level exit/transfer/completion, and other available informal education data sources.

F.2.2. Convene meetings for planning and data analysis model development and identification of informal education data sources.

F.2.3. Communicate with higher education to develop data audit system that assesses quality, validity, and reliability in preparation for conducting the analysis.

#### Objective F.3 Conduct Analysis and Reporting

F. 3.1 Implement data analysis model developed and report findings through the Data Reporting System (DRS).

F.3.2. Communicate results of data analysis and implement strategies for identifying continuous improvement strategies that inform instruction and program development.

#### Objective F.4 Evaluate Model Effectiveness

F.4.1 Conduct an evaluation of the model implementation to determine adjustments necessary for additional data analysis projects.

### ***Outcome G: Birth to Five Early Childhood***

A web-based information management system, to be named the Early Learning Connection Registry, will provide a database of information that will be accessible to the early childhood system stakeholders through the Nebraska SLDS. Such a data system would provide information that can inform prekindergarten to grade three curriculum alignment, standards, and student progress.

This repository of data will also provide information that informs and leads toward greater accountability for the early childhood and youth outcomes of children/youth,

including those most vulnerable and at risk for school failure. It will be designed such that it could interface and integrate with information that currently resides in disparate systems, thus providing new ways to collect, merge, analyze and report data that informs policy and programming decisions.

This system consists of four major components:

1. a registry of practitioners (those providing services directly to children in homes and centers, the trainers and coaches who delivery professional development and related supports, the evaluators/observers of program outcomes),
2. a registry of the training/professional development/coursework available, and the participation of practitioners in those educational opportunities,
3. a registry of program data, including the quality improvements that are made, and
4. a registry of the child development and learning outcomes for prekindergarten.

It will also be necessary to employ dedicated staff to provide project design and management expertise, to serve in a liaison capacity with other potential data sources, to support data quality assurance. Additionally, the staff will provide technical assistance and inform professional development supports for early childhood constituencies in school-based and school-linked community early childhood programs to utilize data effectively in order to make instructional decisions for programs, classrooms and individual students. The project staff will lead a design team of Nebraska Department of Education staff and external partners to guide and refine the application features of the training registry, the prekindergarten data elements, and the interface between the facets of the prekindergarten system within the longitudinal data system.

The Early Learning Connection Registry system will support:

- the collection of a comprehensive array of information about young children, the settings in which children spend their time, the effectiveness of the programs (and staff) that serve them, and other contributing factors that influence children's growth and learning;
- analysis of information to inform needed program quality improvements and practices that impact positive child progress and outcomes;
- analysis of information that informs early childhood policy considerations, including the fiscal impact of investments of resource;
- alignment of prekindergarten learning standards and experiences with that of the school years;
- facilitation of data exchange with other relevant agencies/organizations;
- longitudinal tracking of students from early childhood into the school years and beyond to inform decisions that impact children's success in school and in life.

## ***Outcome H: Continuation and Expansion of Support Systems***

Most of the outcomes required for Nebraska to meet the capabilities and elements identified in this application will necessitate a comprehensive training program and expanded public reporting.

### Objective H.1 Continue and Expand the NDE Training Program

The component of Nebraska's 2007 SLDS grant that had the largest statewide impact on data quality was hiring four trainers to support school districts and Educational Service Units in preparing NSSRS data submissions and developing and delivery the Nebraska Data Quality Curriculum.

With this application NDE is asking to extend the trainer program. We have requested state funding to continue and expand the training program but we are facing a \$900,000 funding shortfall both this year and next. Extending this program with ARRA/SLDS funding is justified because the requirements of the Request for Application expands Nebraska's current SLDS in the areas identified in this narrative. In addition to maintaining Nebraska's current data quality and NSSRS training program this outcome will:

H.1.1 Provide training to postsecondary institutions in assigning the NDE Student ID.

H.1.2 Provide training to postsecondary institutions in preparing and submitting template-formatted files to the NSSRS via NSSRS Data Manager.

H.2.3 Provide training to postsecondary institutions on the use of NSSRS Validation's validation and verification reports and tools.

H.1.4 Provide training to school districts on linking teacher to students through the Course Instructor Snapshot and Student Grades templates.

H.1.5 Provide training to school districts on eScholar Uniq-ID<sup>®</sup> for Staff system to assign the NDE Staff ID.

H.1.6 Provide training to stakeholders on use of the new Data Reporting System and the State of the Schools Report.

### Objective H.2 Expansion of the Data Reporting System

The Data Reporting System (DRS) was a project funded in Year 2 of the 2007 SLDS grant. The DRS will make student and staff data from the NSSRS available to Nebraska's stakeholders through a public-facing website in December 2009. The DRS will also be the primary location for publishing the new data sets that will be generated from the projects requested as part of this application. Those data sets will include:

H.2.1 Incorporate student data provided by Nebraska postsecondary institutions into DRS.

H.2.2 Incorporate courses taught by teachers into DRS.

H.2.3 Incorporate data on courses completed and grades earned by students into DRS.

H.2.4 Incorporate Career Education and Perkins data.

H.2.5 Incorporate SFSF assurance indicators as appropriate.

H.2.6 Make new Nebraska State Accountability (NeSA) data available to the public into DRS.

### C. Timeline for Project Outcomes

The timelines for each outcome are described below where:

- “ID” corresponds to the items listed in Section B,
- “Days” value represents an estimate of effort expended, and
- “Start” and “Finish” values describe sequence, timing and calendar durations.

#### ***Outcome A: Postsecondary Student Information***

<b>ID</b>	<b>Project Component Deliverable</b>	<b>Days</b>	<b>Start</b>	<b>Finish</b>
A.1.1	Configure eScholar Uniq-ID <sup>®</sup> for Students for use by postsecondary institutions.	10	Oct 2010	Oct 2010
A.1.2	Develop a Memorandum of Understanding between NDE and Postsecondary institutions.	15	Jan 2010	Apr 2010
A.1.3	Develop training program for postsecondary institutions to assign IDs.	15	Sep 2010	Oct 2010
A.1.4	Provide training to postsecondary staff.	35	Jan 2011	Feb 2011
A.1.5	Assign NDE Student IDs to Postsecondary Students.	40	Feb 2011	Mar 2011
A.2.1	Determine data elements, definitions, code sets, assumptions and business rules for: Demographics, Enrollment, Credits Earned and Academic Awards.	80	Jun 2010	Dec 2010
A.2.2	Incorporate postsecondary student data requirements into eScholar CDW-PS.	0	Dec 2010	Jun 2011
A.2.3	Design extracts and DRS user interfaces, reports and data cubes.	80	Apr 2011	Sep 2011
A.2.4	Provide training to postsecondary staff.	20	Jun 2011	Sep 2011
A.2.5	Implement eScholar CDW-PS.	2	Jul 2011	Jul 2011
A.2.6	Pilot postsecondary student data submissions.	20	Aug 2011	Aug 2011
A.2.7	Implement postsecondary student data submissions.	40	Sep 2011	Sep 2011

**Outcome B: Student and Teacher Course Information**

<b>ID</b>	<b>Project Component Deliverable</b>	<b>Days</b>	<b>Start</b>	<b>Finish</b>
B.1.1	Consult with internal and external groups to develop detailed requirements for collecting data on the Student Grades template.	20	Jul 2010	Jun 2010
B.1.2	Update NSSRS Student template instructions.	10	Jul 2010	Oct 2010
B.1.3	Create new NSSRS validation and verification reports.	60	Jul 2011	Jun 2013
B.1.4	Adapt and update the current NDE Course Taxonomy.	10	Jul 2010	Oct 2010
B.2.1	Consult with internal and external groups to develop detailed requirements for collecting data on the Course Instructor Snapshot template.	20	Jul 2010	Jun 2013
B.2.2	Update NSSRS Staff template instructions.	10	Jul 2010	Oct 2010
B.2.3	Create new NSSRS validation and verification reports.	60	Jul 2011	Jun 2013
B.3.1	Convene an external advisory group to create the business rules and review data related to connecting students to teachers to assessment	20	Jul 2010	Jun 2013

**Outcome C: NDE Staff ID**

<b>ID</b>	<b>Project Component Deliverable</b>	<b>Days</b>	<b>Start</b>	<b>Finish</b>
C.1.1	Purchase license and configure eScholar Uniq-ID <sup>®</sup> for Staff.	0	N/A	N/A
C.1.2	Assign NDE Staff IDs to all staff reported in the NSSRS.	3	Jul 2010	Sep 2010
C.1.3	Design, develop, test and implement a process to import the NDE Staff ID into Teacher Certification.	20	Jul 2010	Oct 2010
C.1.4	Create a file for school districts to import into their data system with NDE Staff Ids and SSNs.	2	Jul 2010	Aug 2010
C.2.1	Update all the Teacher Certification database tables to include the NDE Staff ID.	60	Jul 2010	Jun 2011
C.2.2	Update legacy tables and reports to include NDE Staff ID.	105	Jul 2010	Jun 2013
C.2.3	Update Teacher Certification user interface to display NDE Staff ID not SSN except for specific users.	20	Jul 2010	Jun 2011
C.2.4	Update NSSRS validation and verification reports to display NDE Staff ID.	20	Jul 2010	Oct 2010
C.2.5	Hire staff to resolve NDE Staff ID issues in Teacher Certification and NSSRS.	20	Nov 2010	Jan 2011

