

# **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 # R384A100035**

Closing Date: NOV 19, 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:
12/4/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Nevada Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
886000022	809887722

**d. Address:**

* Street1:	700 E. Fifth St.
Street2:	
* City:	Carson City
County:	Carson City
State:	NV
Province:	
* Country:	USA
* Zip / Postal Code:	89701

**e. Organizational Unit:**

Department Name:	Division Name:
	APAC

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

Prefix:	Mr.	* First Name:	Shawn
Middle Name:			

\* Last Name: Franklin

Suffix:

Title: Assistant Director, Information Technology

Organizational Affiliation:

Nevada Department of Education, APAC

\* Telephone Number: (775)687-9126 Fax Number: (775)687-9118

\* Email: SFRANKLIN@DOE.NV.GOV

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data Systems Recovery Act Program

**13. Competition Identification Number:**

Title:

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

Nevada statewide: 17 LEAs (county school districts), Nevada System of Higher

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

Nevada 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: NV-02

\* b. Program/Project: NV-all

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 5/1/2010

\* b. End Date: 4/28/2013

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

a. Federal	\$ 3344847
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ 3344847

**\* 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: Ms. \* First Name: Bette

Middle Name:

\* Last Name: Hartnett

Suffix:

Title: Grant Writer

\* Telephone Number: (775)687-7286 Fax Number: (775)687-8636

\* Email: BHARTNETT@DOE.NV.GOV

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Nevada 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	\$ 189,742	\$ 330,271	\$ 409,355	\$ 0	\$ 0	\$ 929,368
2. Fringe Benefits	\$ 53,817	\$ 94,959	\$ 118,789	\$ 0	\$ 0	\$ 267,565
3. Travel	\$ 14,063	\$ 37,587	\$ 122,938	\$ 0	\$ 0	\$ 174,588
4. Equipment	\$ 201,479	\$ 0	\$ 0	\$ 0	\$ 0	\$ 201,479
5. Supplies	\$ 47,572	\$ 13,962	\$ 5,000	\$ 0	\$ 0	\$ 66,534
6. Contractual	\$ 786,100	\$ 1,166,100	\$ 976,100	\$ 0	\$ 0	\$ 2,928,300
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,974,600	\$ 754,098	\$ 1,432,761	\$ 0	\$ 0	\$ 4,161,459
9. Total Direct Costs (lines 1-8)	\$ 3,267,373	\$ 2,396,977	\$ 3,064,943	\$ 0	\$ 0	\$ 8,729,293
10. Indirect Costs*	\$ 77,474	\$ 97,210	\$ 116,198	\$ 0	\$ 0	\$ 290,882
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,344,847	\$ 2,494,187	\$ 3,181,141	\$ 0	\$ 0	\$ 9,020,175

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

(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 17.5%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Nevada 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

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:** Dr. Keith Rheault

**Title:** Superintendent of Public Instruction

**Date Submitted:** 08/10/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 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: Nevada Dept. of Education Address: 700 E. Fifth St. City: Carson City State: NV Zip Code + 4: 89701-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  Congressional District, if known:	
<b>6. Federal Department/Agency:</b> U.S. Department of Education, IES	<b>7. Federal Program Name/Description:</b> Statewide Longitudinal 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): N/A Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A 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: Dr. Keith Rheault Title: Superintendent of Public Instruction Applicant: Nevada Department of Education Date: 08/10/2009	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	



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

**1. Project Director:**

Prefix:      \* First Name:                  Middle Name:                  \* Last Name:                  Suffix:  
Mr.            Shawn                                  Franklin

Address:

\* Street1:                  700 E. Fifth St.  
Street2:  
\* City:                      Carson City  
County:                      Carson City  
\* State:                      NV\* Zip / Postal Code: 89701 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                                  code)  
(775)687-9126                      (775)687-9118

Email Address:

SFRANKLIN@DOE.NV.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: **NV.ABSTRACT** Pages: **1** Uploaded File: **NV.ABSTRACT.pdf**

## ABSTRACT

### **Nevada Statewide Longitudinal Data System**

A collaborative project between three State agencies:

Nevada Department of Education (NDE)

Nevada System of Higher Education (NSHE)

Nevada Department of Employment, Training, and Rehabilitation (DETR)

Valid, reliable, current, and consistently produced data that can be accessed by a diverse and broad group of end-users should ultimately result in data based decision-making and relevant research that results in statewide economic and legislative policy changes and success rates of PreK-20 students. In order to use data effectively to inform decision-making, people at all levels of data knowledge and understanding must be trained and have access to ongoing technical assistance and support in how to analyze and use data, and have access to relevant, valid data to inform policy and action decisions. This grant project is an ambitious, realistic, and feasible statewide effort to address the needs of State legislators and agency leaders and staff, PreK-20 education administrators and faculty, researchers, business/industry owners and leaders, and parents and students. Education reform at all levels must be based on realistic and student-centered changes in policies and strategies to improve PreK-12 student achievement and post-secondary recruitment, retention, and graduation rates, while decreasing the secondary and post-secondary remedial rates. To accomplish the changes, this grant project proposes to expand and enhance a PreK-20 through workforce pipeline of extensive and valid data to inform and support decision-making regarding school improvement planning and implementation of programs, curricula design and instructional delivery, shared test content and results, and implementation of successful research based programs to address specific and unique needs of student sub-populations. Statewide system changes are anticipated to result from the collaboration of the NDE, NSHE, and DETR in a shared mission to impact statewide policy decisions and student and workforce success rates.

The expansion and enhancement of the Nevada statewide longitudinal data system (SLDS) is a priority in order to meet PreK-20 education and workforce needs. Over the next biennium, Nevada education system priorities may be at risk as programs compete for State funds. It is imperative that Nevada supplement State funds with Federal funds and other resources in order to support PreK-20 education priorities, which include the expansion and enhancement of the Nevada SLDS to comply with Federal education reporting regulations (e.g., Education Data Exchange Network - EDEN), ensure eligibility for State Fiscal Stabilization Fund Education Phase II funding, and to increase capacity to address the requirements of the NDE, NSHE, local education agencies (LEAs), educators and researchers, DETR, and the public. As the lead applicant and fiscal agent of this model project of inter-agency cooperation and common vision, the NDE requests Statewide Longitudinal Data System-ARRA discretionary grant funds of **\$9,020,175** over **three years** to be allocated as supplemental support to continue to improve the collection, analysis, use, and reporting of statewide PreK-20 and workforce data, as well as implement a priority program to train at least 50% and ideally up to 100% of educators and workforce leaders statewide to use an extensive array of data to inform decision-making for school improvement.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **NV.NARRATIVE** Pages: **30** Uploaded File: **NV.NARRATIVE.pdf**

## NARRATIVE

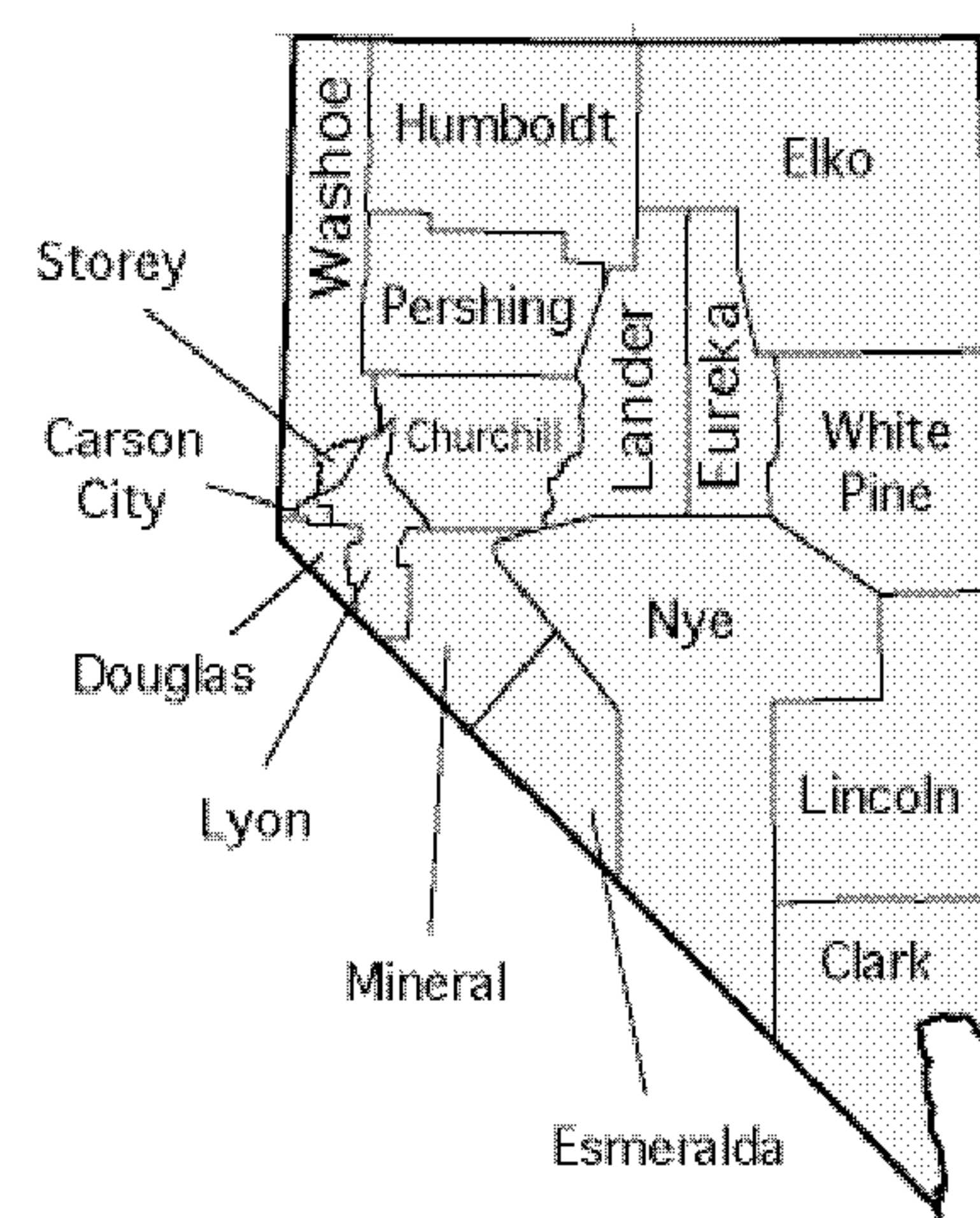
### *Background - Population / Geography*

Of the 17 Nevada counties, three are designated "urban"; Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three counties are designated "rural" (Douglas, Lyon, Storey), and the remaining 11 are "frontier"<sup>1</sup>. Nevada is composed of 17 school districts whose boundary lines are concordant with the boundary lines of Nevada's 17 counties. From 2005 to 2008, 14 counties have experienced annual population growth from 1% to more than 5.5%; for eight of the last 10 years, frontier Nye County has been per capita the fastest growing in the nation at 5.0% annual population growth.

Nevada faces unique challenges posed by the distribution and influx of population, job availability, and geography. For 10 years until 2006 and again in 2007 -2008, Nevada has been the state with the fastest growing population, and among the four fastest-growing states in each of the last 24 years. In addition to Clark and Washoe counties, rural/frontier counties also experienced unprecedented growth and are coping with geographical and technological barriers, while struggling to expand the collection, analysis, and use of data to improve services for students. For example, Nye County School District (NCS D) is located in south central Nevada, in the third geographically largest county in area in the contiguous United States (18,159 square miles), with a 2007 population estimated to be 46,308. Nye is larger than the combined total area of Massachusetts, Rhode Island, New Jersey, and Delaware, with 7,000 students in 17 elementary, middle, and high schools. Elko County School District (ECSD) is located in eastern Nevada and as of 2007, the population of Elko County was estimated at 50,434. Geographically, Elko County is the fourth largest in the contiguous United States, right behind Nye. The county has a total area of 17,203 square miles; most of the county lies within the Great Basin. Elko is home to Great Basin College, a community college with a service area that covers 62,000 square miles, two time zones, and six of Nevada's largest rural counties.

**Figure 1. The 17 Nevada Counties and PreK-12 Local Education Agencies (LEAs) Organized by Counties**

- 0H Carson City
- 1H Churchill
- 2H Clark
- 3H Douglas
- 4H Elko
- 5H Esmeralda
- 6H Eureka
- 7H Humboldt
- 8H Lander
- 9H Lincoln
- 10H Lyon
- 11H Mineral
- 12H Nye
- 13H Pershing
- 14H Storey
- 15H Washoe



<sup>1</sup> The U.S. Census Bureau defines "urban" as counties that have at least one population center exceeding 50,000 people; "frontier" as having less than 6 persons per square mile; "rural" is undefined as the number of persons per square mile that falls between the other two.

### **Background - Education**

Due to the current economic crisis, in 2008 the Nevada population growth rate slowed by 1.8%, yet still Nevada at eighth still ranks in the top ten states in the nation for population increase (U.S. Census Bureau, December 22, 2008). The statewide population statistics are reflected in the growth rate of PreK-20 public school student populations. Nevada experienced a statewide K-12 student growth rate of 4.7% in 2002, averaging ~10,000 new students annually in Clark County School District (CCSD, Las Vegas metropolitan area); that trend continues today. Despite an anomaly of a minor enrollment dip in 2009 of 0.2% correlated to the recent economic trend, in the last four years the K-12 Nevada statewide public school student population experienced an influx of nearly 40,000 students to the current number of 436,614 (*Nevada Report Card, 2008-09*). CCSD with a 2008-09 student population of 311,039 and nearly 72% of the total Nevada K-12 student population is the sixth largest LEA in the nation as documented in *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2006–07* (Institute of Education Sciences, June, 2009). All ethnic/racial sub-populations are growing substantially; the combined minority sub-populations now comprise the ethnic/racial majority of students. Hispanic students are expected to be the majority based on growth projections. Table 1 lists the statewide K-12 student enrollment by demographic sub-populations.

**Table 1. Nevada K-12 Student Demographics**

State Enrollment 436,814 students	American Indian / Alaskan Native	Asian/Pacific Islander	Hispanic	Black	White
Percent %	1.5	8.1	36.9	11.3	42.2
Number	6,656	35,248	161,131	49,280	184,499

In the past, the Nevada economy and geographical barriers contributed to the low number of individuals pursuing higher education. Jobs were plentiful and in 2005 more than one-third of the population was employed in the entertainment and construction industries while the unemployment rate was lower than the national average and the Nevada per capita income was higher; 10<sup>th</sup> in the nation<sup>2</sup>. However, the Nevada economy is changing at the same time an increasing State deficit over the past three years forced significant and substantial cuts in the budgets of secondary and post-secondary education. 2006-2016 projected changes in the Nevada workforce require a more highly educated population than in the past. The current and future Nevada workforce will need post-secondary degrees, licenses, and/or certifications in emerging high-demand fields, including healthcare, computer engineering and other computer technology, education, science, engineering, and public safety (DETR, *Nevada - Demand Occupations, 2006-2016*). Yet, Nevada is ranked 49<sup>th</sup> in the number of 18 to 24 year olds enrolled in college and 50<sup>th</sup> in the percent of adults ages 25 to 34 with an Associate degree or higher<sup>3</sup>. Nevada ranks 49<sup>th</sup> in the transition and completion of students from 9<sup>th</sup> grade to college. For every 100 Nevada 9<sup>th</sup> graders, 9.8 will graduate from college within 150% time<sup>4</sup>. In 2008, Nevada was 17.4

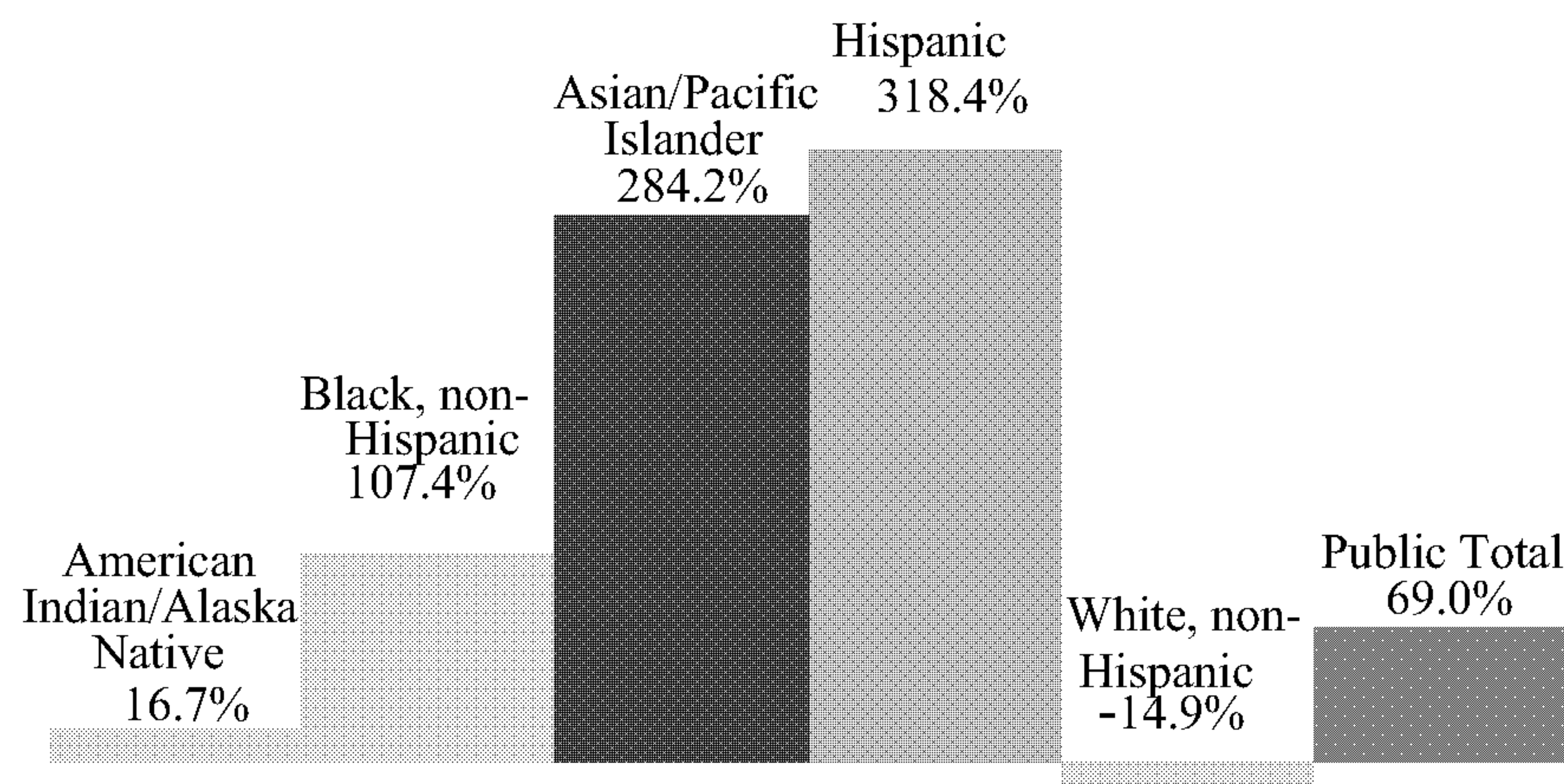
<sup>2</sup> Retrieved from ([http://www.census.gov/compendia/statab/cats/income\\_expenditures\\_poverty\\_wealth.html](http://www.census.gov/compendia/statab/cats/income_expenditures_poverty_wealth.html)).

<sup>3</sup> Retrieved from [higherinfo.org/dbrowser/index.php?measure=104](http://higherinfo.org/dbrowser/index.php?measure=104) and [higherinfo.org/dbrowser/index.php?measure=93](http://higherinfo.org/dbrowser/index.php?measure=93)

<sup>4</sup> Retrieved from [higherinfo.org/dbrowser/index.php?measer=72](http://higherinfo.org/dbrowser/index.php?measer=72)

percentage points behind the national college continuation rate<sup>5</sup>. In 2008, Nevada ranked 50<sup>th</sup> in the college participation rate of students from low-income families<sup>6</sup>. NSHE captures only 45% of Nevada high school graduates. Of those, more than one-third require remediation in English and/or math<sup>7</sup>.

**Figure 2. Percent Change in Public High School Graduation by Race/Ethnicity  
 2006-07 Projected to 2021-22**



### **Background - Workforce**

In the past the Nevada economy contributed to the low number of individuals pursuing higher education, because jobs were plentiful and a college education was not necessarily required to earn a suitable income; in 2005, over one-third (~34%) of the population was employed in the entertainment and construction industries. The unemployment rate was lower than the national average at the same time the Nevada per capita income was higher, ranked 18<sup>th</sup> in the nation. The past trend is no longer the norm as the nationwide economic crisis has severely impacted Nevada and forced substantial, drastic cuts in education budgets at all levels. According to the *State of Nevada Executive Budget in Brief, 2009-2011 Biennium* (p. I), as of January, 2009, Nevada had a \$2.3 billion dollar deficit. The Nevada Department of Employment, Training, and Rehabilitation (DETR) article, *Nevada's Unemployment Rate Continues to Break Records, Hitting 13.2 Percent in August* (2009, September 18), describes the Nevada unemployment rate compared to the nationwide rate of 9.8%. The number of people in the Nevada workforce counted as unemployed is currently 183,000. In September, 2008, the Nevada unemployment rate was 7%, and in 2007, it was 5.2%; an 8% increase in only two years. The official unemployment rate does not reflect the actual number of unemployed, the latter including people who are underemployed, working part-time or seasonal instead of full-time, are not registered with DETR, have ceased to look for work, or have left Nevada to search for or take jobs in other states.

<sup>5</sup> NSHE calculated college continuation rates for Nevada and Post-secondary Education Opportunity, Number 203, May 2009 for the national figure

<sup>6</sup> Post-secondary Education Opportunity, Number 206, August 2009

<sup>7</sup> Office of Academic and Student Affairs (2009, January). *Summer and fall 2008 remedial/developmental report*. Reno, NV: Nevada System of Higher Education, pp. 15, 25.

## **A. NEED for PROJECT**

### ***Need - Economic***

As a result of the Nevada budget shortfall coupled with PreK-20 education and employment needs, statewide funding for PreK-20 education is uncertain. The expansion and enhancement of the Nevada statewide longitudinal data system (SLDS) is a priority in order to meet PreK-20 education needs. With statewide education budget cuts from 4.6% to potentially as much as 14% over the next biennium, Nevada education system priorities may be at risk as programs compete for State funds. It is imperative that Nevada supplement limited State funds with Federal funds and other resources in order to support education priorities, which include the expansion and enhancement of the Nevada SLDS to comply with Federal education reporting regulations (e.g., Education Data Exchange Network - EDEN), ensure eligibility for State Fiscal Stabilization Fund Education Phase II funding, and to increase capacity to address the requirements of the Nevada Department of Education (NDE), Nevada System of Higher Education (NSHE), LEAs, educators and researchers, and the public. As the lead applicant and fiscal agent of this grant project, the NDE requests Statewide Longitudinal Data System-ARRA discretionary grant funds of **\$9,020,175** over **three years** to be allocated as supplemental support for a collaborative project by three State agencies for a Nevada statewide priority to continue to improve the collection, analysis, use, and reporting of statewide PreK-20 and workforce data, as well as implement a priority program for data informed decision-making for school improvement.

### ***Need - Federal Phase II, Education Fund, State Fiscal Stabilization Fund (SFSF)***

In order to be eligible to apply for funding under Phase II of the Education Fund of the SFSF, Nevada must meet the data collection, public reporting, and planning assurances, including the indicators and descriptors. Although currently in the process of expansion, the NDE System of Accountability Information in Nevada (eSAIN) cannot provide the extensive, disaggregated data for Nevada to meet the requirements. Each of the four assurances requires the collection, reporting, and use of statewide longitudinal data to provide indicators that a state meets the federal program assurances. The four assurances are 1) *Achieving Equity in Teacher Distribution* for which Nevada must collect extensive disaggregated data on low-income and minority children's access to high quality teachers and programs, 2) *Improving Collection and Use of Data* for which Nevada must ". . . provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871)", 3) *Standards and Assessments* which will require Nevada "To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems . . .", and 4) *Supporting Struggling Schools* which will require Nevada to ". . . provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds . . . [and] on the operation and performance of its charter schools" (CFDA 84.394, Application for Funding, pp. 4-5).

### ***Need - Policy Improvements and Success Rates***

The expanded capacity of the SLDS is the foundation for Nevada PreK-12, NSHE, and DETR to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. An educated population entering the workforce

and/or establishing business ownership should contribute to improvement in statewide education and business/industry policy decisions. Valid, reliable, current, and consistently produced data that can be accessed by a diverse and broad group of end-users should ultimately result in data based decision-making and relevant research that results in statewide economic and legislative policy changes and success rates of students. In order to use data effectively to inform decision-making, people at all levels must be trained and have access to technical assistance and support in how to analyze and use data, and have access to valid data to inform policy and action decisions. This grant project is an ambitious, realistic, and feasible statewide effort to address those needs for State legislators and agency leaders and staff, PreK-20 education administrators and faculty, researchers, business/industry owners and leaders, and parents and students. Education reform at all levels must be based on realistic and student centered changes in policies and strategies to improve PreK-12 student achievement and post-secondary recruitment, retention, and graduation rates, while decreasing the secondary and post-secondary remedial rates. To accomplish the changes, this grant project proposes to accomplish a PreK-20 through workforce pipeline of extensive and valid data to inform and support decision-making regarding school improvement planning and implementation of programs, curricula design and instructional delivery, shared test content and results, and implementation of successful research based programs to address specific and unique needs of student sub-populations. Systemic change is anticipated to result from the collaboration of the NDE, NSHE, and DETR in a shared mission to impact statewide policy decisions and student and workforce success rates.

***Need - System Expansion and Enhancement (References: APPENDICES A, C)***

In order to ensure the data necessary for a thorough evaluation of the problems facing the Nevada education system are accessible to persons who can institute changes, there must be an expansion of the data exchange scenario. The NDE collaborates regularly with NSHE institutions (APPENDIX A) and the NSHE System office to provide data for the reporting required for federally funded programs. Automating these reports and making them accessible to the individuals required to do the reporting will facilitate the timeliness of the reports and create efficiencies in the workload of personnel involved in producing the data and reports. Data and reports highlight problems that must be mitigated including, but not limited to, approximately one-third of graduating high school students who require remediation in English and/or math in their transition to post-secondary education, less than 50% of Nevada students matriculating to Nevada post-secondary institutions, lack of an educated workforce to fill highly skilled and technical jobs, and inconsistency in data reporting and availability. The data are too often inconsistent and inaccessible to potential users, discouraging its use to drive decision-making about programs and services.

Adequate funding and resources have prevented implementation of a database that can support data from all three agencies on a larger scale and allow for standard and ad hoc reports to be accessed by diverse people including, but not limited to, LEA and school leaders and policy-makers; PreK-12 teachers; NDE personnel; workforce officials; Federal, State, and local legislators; and higher education faculty, administrators, and Board members. Decisions about current education and workforce needs of the unemployed and underemployed should be based on valid, reliable, relevant data. Construction of a database with an advanced data matching tool that links data from all three agencies, accompanied by a strong data access and reporting tool, will enable data to be accessed and used for the improvement of the entire Nevada education system.

Following the success of the current Nevada SLDS project, the NDE, NSHE, and DETR have conducted needs analyses to determine the priorities for the next phase of the system expansion and enhancement. To fulfill grant requirements for system capabilities and elements; comply with Federal and State reporting requirements; track students from the time they enter the Nevada public education system through their entry into the workforce; ensure that the NDE, NSHE, and DETR systems and data are valid, aligned, and end-user friendly for longitudinal analysis; and meet eligibility criteria are met for the Phase II Education Fund State Fiscal Stabilization Fund-Education Phase II, goals and outcomes are described in detail in this Narrative (pp. 14-23) and provided as required in APPENDIX C.

### **A.1. Summarize the current status of the Nevada SLDS**

#### ***NDE - Current status of the Nevada Department of Education Data System***

The System of Accountability Information in Nevada (eSAIN) is a statewide longitudinal data system that consists of nightly data collections from 17 Nevada local education agencies (LEAs) and 12 State sponsored charter schools. The eSAIN processes all data based on metadata and standards, populates student, school, and teacher data into the operational data store (ODS), runs data validation checks, sends error reports to all LEAs, and loads State mandated assessment data. The data warehouse (iMart) is then loaded every week from the ODS. Both the ODS and iMart have implemented unique State student and educator IDs that link students to teachers; adopted and implemented NCES pilot course codes; contains all state mandated assessment data; required demographic and program data; Adequate Yearly Progress (AYP) designations; student and teacher schedules; student period (if applicable) and daily attendance; and student course transcript information. Students are tracked on a daily basis, providing Nevada with the capacity to produce State required reports that support AYP, compliance with *The No Child Left Behind Act* (NCLB), accountability reporting, and State and Federal mandated reporting requirements, such as EDEN reporting and the Nevada Annual Report of Accountability (ARC), also known as the *Nevada Report Card*.

In 2007, the NDE was awarded a three year U.S. Department of Education SLDS grant for approximately \$6 million to supplement existing State funding. It is anticipated the grant project will accomplish the project goals and objectives; however, due to the current economic crisis and the limited scope of the 2007 grant, substantial additional funding is necessary to further expand the NDE system and include NSHE and DETR as partners. Seven major objectives were articulated in the 2007 grant project and a comprehensive Project Charter was developed to further define the scope of work, authorities, roles, and responsibilities; call for the formation of a governance body; and define the scope of the SLDS as a statewide resource. To improve and expand the eSAIN system in the 2007 project, the NDE selected seven priority objectives, listed below with a brief note about the current status of each one. The current status of the Nevada SLDS is outlined in more detail in the *Executive Summary* (2009, June 30).

1. *Creation of a Federal EDEN reporting system* Using the initial version of the Nevada EDEN Reporting System, the NDE earned its first national EDFacts Award for *excellence* in the submission of EDEN data. In one reporting year, the Nevada submission efficiency improved from 46% to 98% of the required 160 files.

2. *Addition of new data elements* The Information Needs Analysis determined whether objectives could be achieved by derivatives of existing data elements or whether additional data elements were actually required.

3. *Inclusion of a teacher unique identification system* Integration of the Teacher Unique Identification (TUID) system with the Teacher Licensure databases began initial testing and will continue.

4. *Integration of teacher licensure data* See #3 above.

5. *Incorporation of fiscal data* Initial meetings were held to identify data sources and to assess their availability. As a result of the initial assessments, the incorporation of fiscal data will begin in the third year (2010) of the 2007 SLDS grant project.

6. *Training* eSAIN training was developed and delivered on a number of topics and to 20 NDE staff, 20 LEA technical staff, and 43 LEA administrative staff.

7. *Building an interface* This objective formed a foundation which provides the resources, functionality, capacity, and performance necessary to fulfill all other objectives.

- a) Develop the technical infrastructure.
- b) The replacement of the custom, proprietary portal with contemporary Commercial-Off-the-Shelf (COTS) products began early. The COTS products include Microsoft Server 2008, SQL Server 2008 database, and SharePoint Server 2007 Enterprise portal server.
- c) Develop the security infrastructure.
- d) Custom security components were developed to ensure user permissions and authorities were derived at the time they log into the portal. The derived permissions and authorities restrict user access to only the information/areas authorized for that individual user.
- e) Develop the portal user interface.

The portal user interface (Bighorn) was created to administer/manage the system (NDE area):

- a) NDE site: NDE overarching site that contains confidential data libraries and provides sub-sites to manage the Bighorn portal and eSAIN, and support NDE staff and operations.
- b) Bighorn end-users site: The Bighorn site collection provides the end-users portal user interface (UI) and provides sub-sites to perform the end-users' business functions.
- c) Future expansions and/or enhancements to the Bighorn portal
  - i. Integrate career and technical education data with the SLDS.
  - ii. Electronic student data exchange among K-12 schools.
  - iii. Business intelligence interface for data mining and longitudinal analysis.

The NDE has developed an architecture that allows common encrypted authentication and web layer to all applications. This architecture ensures that Nevada complies with the Family Educational Rights and Privacy Act (FERPA) and Nevada Department of Information Technology (DoIT) Information Security Office requirements. This architecture has allowed the NDE to have automated data validation reports (DVRs), an authenticated web based portal (Bighorn portal) that houses custom applications such as schools and LEA demographic application, federal reporting data store, 160+ user driven student data, teacher data, and school/LEA demographic reports, problem and resolution tracking, common documentation repository, asset inventory, project management application, and many sites for online collaboration involving the NDE leadership, the NDE program offices, LEAs, and schools.

### ***NSHE - Current status of the Nevada System of Higher Education Data System***

NSHE has had data sharing agreements for several years with the NDE and DETR. The purpose of these agreements is to conduct research to improve education through longitudinal analysis of student data from PreK-12 through post-secondary education and into the workforce. NSHE also has in place data sharing agreements with individual Nevada LEAs. LEAs request specific information and must provide additional data to be matched to the NSHE data

warehouse in order to respond to their requests. NSHE also uses this data to improve its own reporting on the status of student continuation into higher education. The NSHE System office and its institutions currently exchange data with the NDE for tracking students as part of the statewide Career and Technical Education program. Current reporting efforts by NSHE using the shared data include college continuation rate calculations and tailored high school feedback reports that provide LEAs with information that includes, but is not limited to 1) performance of their students at NSHE institutions, 2) high school English and math coursework tied to the first English or math course taken at a NSHE institution (including remedial), and 3) information on remedial enrollment. NSHE institutions currently collect the student high school identifiers issued by a Nevada high school to help facilitate matching them to the data provided by the Nevada Department of Education.

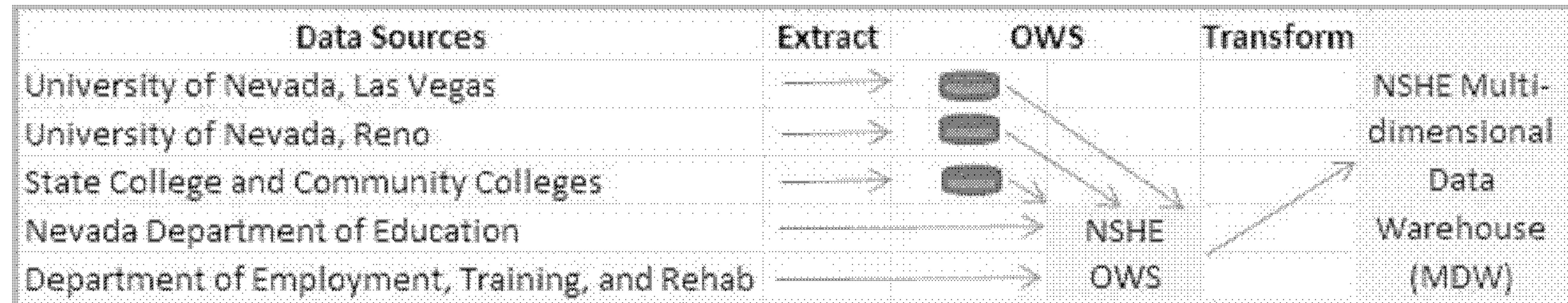
In December 2008, the Western Interstate Commission for Higher Education (WICHE) held a meeting in Boulder, Colorado, *Fostering Collaborative State-Level Education and Workforce Database Development*. The NDE, NSHE, and DETR were all represented at the meeting, and agreed as a State priority to collaborate to build a longitudinal database. The parties involved have already committed to the project and it has been the goal of NSHE for several years to build that database. Despite efforts that have helped to establish relationships necessary to exchange data, the current data exchange and matching process is manual and inefficient. The NDE currently uses a manual transfer process to provide student data from the graduating class of each academic year to NSHE. These students are matched to the NSHE data warehouse using a series of access queries and a tremendous amount of manual effort on the part of NSHE. Although NSHE has been able to produce some very useful reports (e.g., *High School Feedback Reports*), the dataset is currently stored on a secure hard drive inaccessible to all but one designated individual responsible for the production of reports as time allows. The data are contained in a number of access databases according to data source and year. The result of this structure is data reporting that is tedious and limited in both what can be reported and who can access the data.

Improving the number of students who continue from high school to post-secondary education, particularly minority and low income students, is a high priority for the state. Jobs in the construction and tourism industries have been a challenge to this goal in the past. The economic decline of these industries has given NSHE an opportunity to change the college going culture of the state and provide a highly skilled workforce in high demand industries. The first step in achieving this important goal is enabling policy makers and others in the position to make improvements to our educational system to access data that will help in understanding the current issues that prevent more students from continuing to college. A robust reporting tool with up-to-date data will enable school districts access to the data they need to evaluate and improve student preparation. Higher education enrollments in high demand fields will help DETR forecast future workforce shortages in high need industries such as healthcare, STEM, and teaching.

Streamlining the process for students to transition from high school to post-secondary education may clear the hurdles some students perceive as obstacles or insurmountable barriers to continue to college. To receive a high school diploma a student must pass a proficiency exam, after which college placement exams are required to determine English and math course placement. Identifying weaknesses in a student's preparation early enough for she or he to obtain an adequate level of preparation prior to entering college will help alleviate the need for remediation; a significant, major hurdle to success in college. Mitigation of the need for remediation must be a multi-faceted, proactive strategy, supported and guided by data on

evaluation of high school coursework, performance on English and math placement tests, and subsequent performance in college courses. The data on which to base remediation mitigations should provide substantial information for educators to align curricula and exams, improve student course-taking patterns in high school to prepare them for college courses, and subsequently reduce the need for remediation.

**Figure 3. Current NSHE Data System and Sharing**



OWS = Operational Warehouse Staging

The statewide longitudinal data warehouse will be populated with data from NDE, NSHE, and DETR. Data from the NSHE institutions, NDE, and DETR will be staged in an Operational Warehouse Staging (OWS) layer. The data will then be transformed and loaded into the longitudinal data warehouse. A constituent data hub will provide advanced matching technology and management of multiple identification numbers to enable tracking of students throughout PreK-12, NSHE, and DETR. The Oracle Business Intelligence Enterprise Edition (OBIEE) will enable row-level secured access to PreK-12, post-secondary, and workforce data, reports, and customizable dashboards enabling research that can be used to significantly improve the Nevada education system and increase the number of individuals employed in current and emerging high-demand fields, including healthcare, science, technology, engineering, and teaching. The ability to link teachers trained at a NSHE institution to the students they teach in the PreK-12 system will produce data that will enable NSHE institutions to evaluate and identify areas for improvement in teacher pre- and post-baccalaureate and training programs.

**A.1.a. Demonstrate the system lacks one or more required capabilities and/or several key elements (Reference: APPENDIX C)**

As required, APPENDIX C provides a list of the Capabilities (C) and Elements (E) that will be addressed in this SLDS grant project. **C 3 and E 7 and 8 are not applicable to this grant project; they are addressed in the 2007 NDE SLDS project.** One *Goal* is described for each of the 16 C and E, and one or more project *Outcomes* are aligned to each C and E goal. For example, C1.3 references Capability 1, Goal, Outcome 3. As required, the NDE and NSHE budgets are correlated to each C and E (BUDGET NARRATIVES). **SECTION B** describes in detail the required C and E to be developed or improved through this grant, incorporating required **SECTION C, TIMELINE.**

Data-based decision-making is a key to: understanding how and why students progress at different rates; inform policy change for school improvement, particularly for high-needs schools; how curricula can be developed to enhance student progress and improve student achievement; how instructional delivery can be correlated and modified to individual student needs; how to mitigate remediation and determine appropriate course placement in post-secondary education; and how to guide secondary and post-secondary students and graduates

toward appropriate careers based on workforce needs. In order to effectively and efficiently use data to assess summative and formative student progress, appropriately place students at all levels, and track students PreK-20 through their entry into the workforce, education and workforce personnel and the public statewide need access to training, technical assistance, and support to understand how to collect, analyze, use, and report data. Personnel include pre-K-20 faculty, researchers, and paraprofessionals; PreK-12 and post-secondary administrators; and NDE, NSHE, and DETR personnel. Ongoing training at all levels is expected to achieve goals and outcomes, as well as produce a statewide body of educators and State agency personnel with a consistent, coherent, useable level of knowledge and data use proficiency.

The power and availability of longitudinal data has been so successful that it has overwhelmed the NDE capability to meet the demand for data requests, data access tools (C1.3), and training on the use of data (C1.1-1.2, C5.1). In addition, the NDE technical staff have struggled to develop and maintain an infrastructure which meets the ever-increasing demands for data and information (C6.1-6.3). Since the overall purpose of the SLDS is to improve student achievement by analyzing data to allow educators to make data driven decisions, the NDE must expand this area to leverage current data and existing resources to enable the NDE to achieve these goals and outcomes.

While manual data exchanges between the NDE and NSHE have been successful, fully integrated data exchange must occur in a timely and automated manner. The NDE and NSHE must develop and implement an automated data process that facilitates a seamless PreK-20 data system (C1.5, C2.1-2.2, C5.3, E1.1, E2.1-2.2, E3.1, E4.1-4.2, E5.1-5.2, E11.1-11.2, E12.1). In addition to this data synchronization, the NDE needs to develop a mechanism to exchange data with other entities outside of NDE and NSHE (C2.3).

Through the use of 2007 SLDS grant funds, the NDE is in the process of linking teachers to their students. Through this linkage, Nevada has recognized that long-term substitute teachers who stay in classrooms for more than 20 days are not accounted for in LEA student information systems (SIS). It is imperative that these long-term substitute teachers are tracked and the significance on student achievement is studied (C3.1). Nevada currently does not track some teacher licensure information or post-degree professional development that is not tied to recertification, and does not provide online methods to access this information (C4.1, C4.2, E8.1). The teacher licensure system is an outdated client server system that is only used at the NDE.

The Nevada online accountability report card (ARC) is not integrated into the newly architected secure Bighorn portal and does not provide information on all meaningful aggregations of students. This limits the ability of the public to analyze the data from many perspectives (C5.2-5.3). Several data elements that are required by federal or state mandate or are needed to educators in analysis are not included in the eSAIN (C7.1-7.3, E6.2, E8.1). The eSAIN only contains the basic special education data and migrant information on students. The migrant and special education directors collect this missing data directly from the LEAs (E2.3). The eSAIN currently does not have the data or have any way to load tests other than state mandated assessments (E6.1, E10.1-10.2).

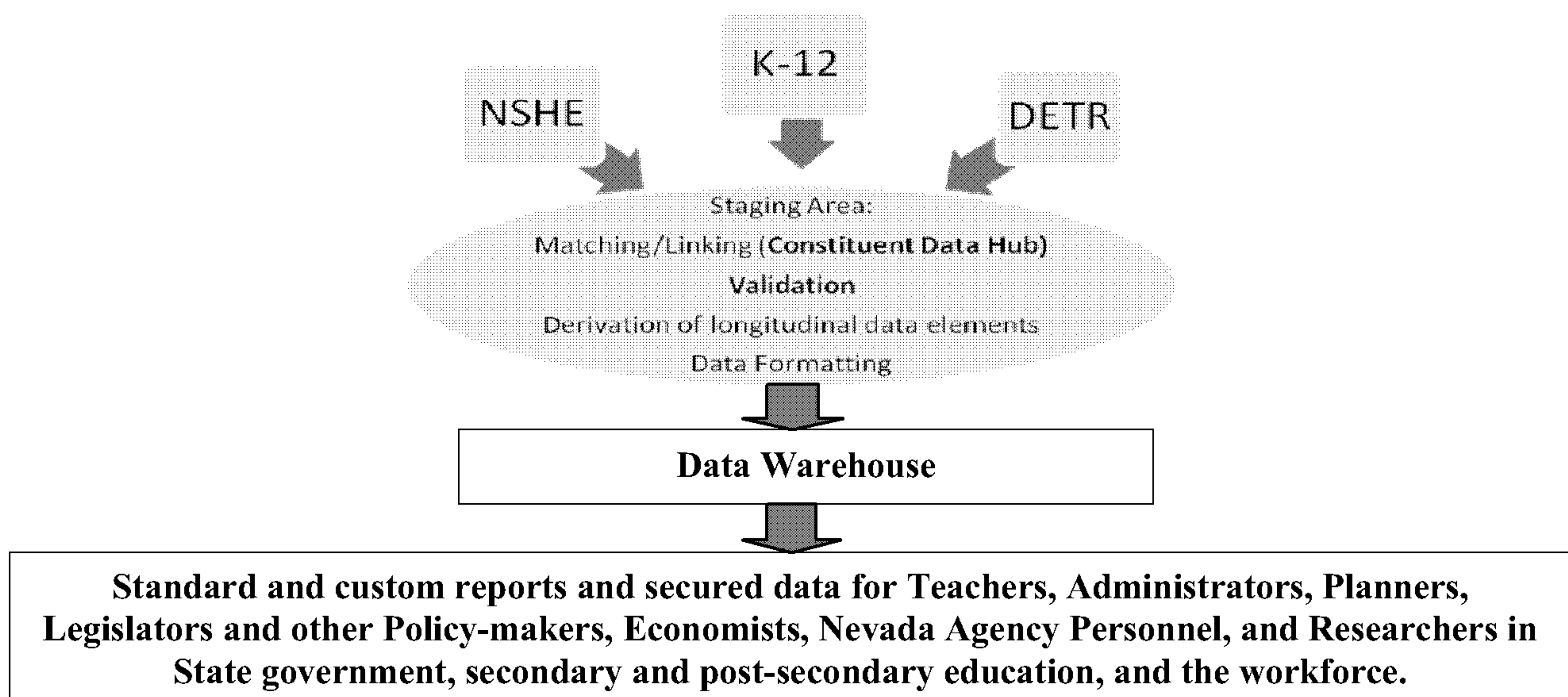
Nevada adopted the 1995 NCES pilot for standardized course numbers (E9.1) and in 2007 NCES published the NCES *Secondary School Course Classification System*. This new system is much easier to use and will result in improved identification of courses statewide.

**A.1.b. Convincing case that the project is necessary to accelerate Nevada development and implementation of the SLDS**

The expanded capacity of the statewide data system is the foundation for Nevada PreK-12, NSHE, and DETR to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. Systems, policies, and strategies must change to improve recruitment, retention, and graduation rates, while decreasing the secondary and post-secondary remedial rates. In part to accomplish the changes, a PreK-20 to workforce pipeline of extensive and valid data must support decision-making regarding secondary and post-secondary school improvement planning and implementation, curricula design and instructional delivery, shared test content and results, and implementation of programs to address specific and unique needs of growing student sub-populations. An aligned data system will enable outcomes that include, but are not limited to,

- Evaluation of the effect of high school enrollment patterns on remedial and college-level placement and performance, including establishment of a relationship between high school enrollment patterns and college continuation and performance (e.g., retention and graduation).
- Establishment of a relationship between student performance on high school proficiency exams (HSPE), high school course enrollment patterns, scores on post-secondary entrance and placement exams, and performance in post-secondary English and math coursework.
- Detailed, customizable reports produced on enrollment progression based on demographic, PreK-20, and workforce variables, including analysis of data that provides information on why students do/do not continue into post-secondary education.
- Analysis of data to inform decision-making on how to address workforce needs and determine if Nevada students who receive degrees in high-need fields remain in Nevada for employment (high-need includes nursing, other healthcare, STEM, education).
- 

**Figure 4. Nevada Statewide Longitudinal Data System**



### **A.1.c. Why failure to meet project goals would seriously threaten or impede significant Nevada progress toward establishment and use of an effective SLDS**

As described in Section A.6 (p. 14) and the notice for Federal Phase II, Education Fund, State Fiscal Stabilization Fund (SFSF), in order to be eligible to apply for funding Nevada must meet the data collection, public reporting, and planning assurances, including the indicators and descriptors. To expand and enhance a complete SLDS is imperative to 1) meet all of the requirements of Phase II of the SFSF; 2) meet required State and Federal reporting mandates, capabilities, and elements; and 3) ensure that valid and reliable data are used at all levels of Nevada education and by all appropriate personnel to improve Nevada educational and workforce needs. Through the use of State and other resources, Nevada expects to be able to sustain the system beyond the grant period; however, without this Federal SLDS-ARRA three year initial investment of supplemental funding, Nevada will be impeded in efforts to ensure progress in the expansion and improvement of the Nevada SLDS beyond its current capacity.

### **A.2. Required Capabilities and key Elements to be developed or improved through this grant (References: APPENDIX C; NARRATIVE Section B, pp. 14-22)**

As described in Section A.1.a.: As required, APPENDIX C provides a list of the Capabilities (C) and Elements (E) that will be addressed in this SLDS grant project. C 3 and E 7 and 8 are not applicable to this grant project; they are addressed in the 2007 NDE SLDS project. One *Goal* is described for each of the 16 C and E, and one or more project *Outcomes* are aligned to each C and E goal. For example, C1.3 references Capability 1, Goal, Outcome 3. As required, the NDE and NSHE budgets are correlated to each C and E (BUDGET NARRATIVE).

**SECTION B** describes in detail the required Capabilities (C) and Elements (E) to be developed or improved through this grant, incorporating required **SECTION C, TIMELINE**.

### **A.3. How these Capabilities and key Elements will support Nevada education improvement efforts, goals, and accountability system**

A high priority for Nevada is to improve the number of students, particularly minority and low-income students, who continue from high school to post-secondary education. In the past, jobs in the construction and tourism industries have posed a challenge for this goal. The economic decline of these industries has given NSHE an opportunity to change the college going culture of Nevada and provide a highly skilled workforce in high demand industries. The first step to achieve this important goal is to enable policy-makers and leaders in the position to make improvements to our educational system to access data that will facilitate understanding the current issues that prevent more students from continuing to college. A robust reporting tool with current data will enable LEA access to the data necessary to evaluate and improve student preparation. Higher education enrollments in high demand fields will assist DETR to forecast future workforce shortages in high-need industries such as healthcare, STEM, and teaching.

Streamlining the process for students to transition from high school to post-secondary education may clear the hurdles some students perceive as obstacles or insurmountable barriers to continue to college. To receive a high school diploma a student must pass a proficiency exam, after which college placement exams are required to determine English and math course placement. Identifying weaknesses in a student's preparation early enough for she or he to obtain an adequate level of preparation prior to entering college will help alleviate the need for remediation; a significant, major hurdle to success in college. Mitigation of the need for remediation must be a multi-faceted, pro-active strategy, supported and guided by data on high school coursework, evaluation of performance on standardized exams throughout high school,

performance on English and math placement tests, and subsequent performance in college courses. The data on which to base remediation mitigations should provide substantial information for educators to align curricula and exams, improve student course-taking patterns in high school to prepare them for college courses, and subsequently reduce the need for remediation.

Nevada has many of the capabilities and elements in place in the current SLDS or in process of being developed through state and Federal funds. Nevada still needs to enhance certain areas to meet all the requirements of ARRA and SLDS. These enhancements will allow Nevada to use better data for decision-making, fully meet State accountability requirements, meet all Federal reporting requirements, and support school improvement.

#### **A.4. Current capacity in Nevada to use the data system to support improvement efforts**

Nevada currently is able to longitudinally track students within the PreK-12 system. As stated above, there are certain capabilities and elements that Nevada must enhance to fully meet the needs of Nevada stakeholders, State reporting requirements, Federal reporting requirements, and ARRA fund requirements.

NSHE has had data sharing agreements for several years with the NDE and DETR. The purpose of these agreements is to conduct research to improve education through longitudinal analysis of student data from PreK-12 through post-secondary education and into the workforce. NSHE also has in place data sharing agreements with individual Nevada LEAs. LEAs request specific information and must provide additional data to be matched to the NSHE data warehouse in order to respond to their requests. NSHE also uses this data to improve its own reporting on the status of student continuation into higher education. NSHE currently exchanges data with the NDE for tracking students as part of the statewide Career and Technical Education program. Current reporting efforts by NSHE using the shared data include college continuation rate calculations and tailored high school feedback reports that provide LEAs with information that includes, but is not limited to, 1) performance of their students at NSHE institutions, 2) high school English and math coursework completed tied to the first math or English course taken at a NSHE institution (including remedial), and information on remedial enrollment.

The Western Interstate Commission for Higher Education (WICHE) has begun a pilot effort to develop a collaborative multi-state data exchange with four states (Washington, Oregon, Idaho, Hawaii). This exchange would enable participating states to more completely track the production and flow of human capital throughout a region, with evidence drawn from the linking of data across state lines, to answer two principal policy questions: How are former high school students from participating states performing in post-secondary education and/or the workforce? How are former post-secondary students from participating states performing in the workforce? As a member of WICHE, Nevada will not only have access to the lessons learned from this project, but will also look for opportunities to appropriately collaborate with this pilot effort as it moves forward.

#### **A. 5. Training or technical assistance needs to be addressed (*Reference: APPENDIX C*)**

Ongoing support during the grant project and sustained beyond the grant period, training, technical assistance, and support will be provided for statewide educators and NDE and NSHE personnel. Training, technical assistance, and support will be provided online through the NDE website, as well as on-site.

