

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 # R384A100053**

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:
	NA

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Oregon Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
936001954	809790264

d. Address:

* Street1:	255 Capitol Street NE
Street2:	
* City:	Salem
County:	
State:	OR
Province:	
* Country:	USA
* Zip / Postal Code:	97310

e. Organizational Unit:

Department Name:	Division Name:
Office of Assessment and Information Services	

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

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

* Last Name: Kosty

Suffix:

Title: Assistant Superintendent

Organizational Affiliation:

Oregon Department of Education

* Telephone
Number:

(503)947-5825

Fax Number:

(503)378-5156

* Email: DOUG.KOSTY@STATE.OR.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

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

13. Competition Identification Number:

Title:

N/A

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

N/A

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

Project ALDER: Advancing Longitudinal Data for Educational Reform

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: OR-0003

* b. Program/Project: all

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 10489113
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 10489113

*** 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: Doug

Middle Name:

* Last Name: Kosty

Suffix:

Title: Assistant Superintendent

* Telephone Number: (503)947-5825 Fax Number: (503)378-5156

* Email: DOUG.KOSTY@STATE.OR.US

* 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:
Oregon 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	\$ 1,147,591	\$ 907,895	\$ 877,347	\$ 0	\$ 0	\$ 2,932,833
2. Fringe Benefits	\$ 493,464	\$ 390,395	\$ 377,259	\$ 0	\$ 0	\$ 1,261,118
3. Travel	\$ 15,385	\$ 15,385	\$ 15,385	\$ 0	\$ 0	\$ 46,155
4. Equipment	\$ 750,108	\$ 0	\$ 0	\$ 0	\$ 0	\$ 750,108
5. Supplies	\$ 82,480	\$ 42,480	\$ 42,480	\$ 0	\$ 0	\$ 167,440
6. Contractual	\$ 2,438,616	\$ 1,095,755	\$ 784,327	\$ 0	\$ 0	\$ 4,318,698
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,927,644	\$ 2,451,910	\$ 2,096,798	\$ 0	\$ 0	\$ 9,476,352
10. Indirect Costs*	\$ 482,892	\$ 273,065	\$ 256,804	\$ 0	\$ 0	\$ 1,012,761
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,410,536	\$ 2,724,975	\$ 2,353,602	\$ 0	\$ 0	\$ 10,489,113

***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 17.3%

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Oregon 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: Doug Kosty

Title: Assistant Superintendent

Date Submitted: 11/30/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Doug Kosty Title: Assistant Superintendent Applicant: Oregon Department of Education Date: 11/30/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Oregon Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr. First Name: Doug Middle Name:
Last Name: Kosty Suffix:
Title: Assistant Superintendent
Signature: _____ Date: 11/30/2009

ED 80-0013

03/04



Nonexempt Research Narrative
Project ALDER
Statewide Longitudinal Data Systems: Round 4
CFDA No. 84.384

There are no research activities in Project ALDER *per se*, rather a build out of extant databases and analysis of data therein. All activities involving *students* will be conducted in commonly accepted educational settings. All activities will be either instructional activities or assessment activities. All instructional activities will include methods and procedures commonly used in regular and special education. All information will be collected in such a way that subjects will not be identifiable by name or other identifiers, and no known risks are associated with any of the instructional or assessment procedures that will be used in the project. Possible activities involving *teachers and other stakeholders* might be considered nonexempt. The following narrative addresses the proposed teacher and other stakeholder subjects. Prior to start of the project, our institutional review board will review the proposal.

1) Human Subjects Involvement and Characteristics

The subjects will be comprised of K-12 teachers in Oregon and wage earners in Oregon, Washington, Hawaii, and Idaho. Subjects will not be selected with regard to their disability status. We expect the teachers to range in age from 21 to 70. No selection criteria will be specified on other irrelevant demographic variables (e.g., health status, ethnic origin).

(2) Sources of Materials

Teachers might be surveyed during the project, although stakeholder groups have not yet met to decide. All data are for school improvement evaluation and research purposes. There is no experimental or quasi-experimental design; there are no treatment groups for this project. All data will be descriptive statistics commonly calculated for understanding school performance.

(3) Recruitment and Informed Consent

Teacher subjects will not be recruited. As is true of past practice, data will be collected about all teachers employed in Oregon public schools.

(4) Potential Risks

No physical, social, legal or other risk is foreseeable for teacher subjects. No psychological risk is likely to occur. Neither teachers nor teacher performance will be evaluated on data collected.

(5) Protection Against Risk

All data will be stored in a locked file cabinets or on secure computers on secure networks controlled by project staff.

(6) Importance of the Knowledge to be Gained

We expect to develop the capacity to track schools systems, especially students, longitudinally at a finer granularity. Minimal potential risk is likely to be offset by the potential benefit to many students who suffer lifelong consequences from underachievement.

(7) Collaborating Site(s)

Data will be collected from all public P-12 institutions in Oregon. Workforce data will be collected in Oregon, Washington, Idaho and Hawaii. We have secured letters of commitment from partners. All partners use secure computer systems and adhere to federal regulation, such as FERPA.

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project ALDER: Advancing Longitudinal Data For Educational Reform** Pages: **1** Uploaded File: **Abstract-FINAL-2009-1204.pdf**

Project ALDER: Advancing Longitudinal Data for Educational Reform

Collaborating states: Oregon, Washington, Idaho, Hawaii

The Oregon Department of Education proposes the implementation of *Project ALDER: Advancing Longitudinal Data for Educational Reform*. This initiative is designed to provide Oregon with a single-source education and workforce longitudinal data system while also building partnerships necessary to support and sustain the data exchange.

Project ALDER will expand the *breadth* of Oregon's current system by incorporating early childhood, post-secondary and workforce data that are not currently part of its existing longitudinal data systems. The project will expand the *depth* of the current system by including teacher training and licensure data with a robust link from teachers to students, and the use of data standards to allow inter-state data exchanges.

Specific goals of Project ALDER include:

- The design and implementation of K-12 teacher-student linkage components that allow subsequent reporting to support instructional decision making and potential analysis of teacher-level variables that may impact student achievement at the elementary and secondary levels.
- Development of the policies, procedures and partnerships needed to expand collection and integration of early childhood, post-secondary success and workforce data.
- Design and implementation of an active multi-state and multi-sector data exchange with the states of Washington, Hawaii and Idaho through the Western Interstate Commission for Higher Education (WICHE).
- Creation of a P-20 Operational Data Store (ODS), which consolidates data instead of splitting data between current transactional systems and an initial data store. The P-20 ODS will be designed to decrease the time between data collection and reporting, and to support the multi-state and multi-sector data exchanges.
- The development of a comprehensive statewide data quality plan, including a policy manual with associated governance, which builds on Oregon's strong efforts to date.

Outcomes from the project will enable Oregon to complete work on three data system capabilities: P-20 links, teacher-student data links and quality and integrity of data, while offering substantial enhancements to several other capabilities and elements. Project ALDER will provide efficient data access to educational stakeholders and researchers, support empirically driven reform and help Oregon meet the ambitious education goals it has set for its students. It will support more agile reporting, a graphical and interactive user-friendly interface, and a more complete longitudinal data source for the analysis of preschool through workforce outcomes.

Oregon has made great strides toward building an effective statewide longitudinal data system, thanks to local, regional, state and federal support and to a highly collaborative community of educational stakeholders. Project ALDER seeks to build on this work.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project ALDER Narrative** Pages: **30** Uploaded File: **FINAL-SLDS4_2009-1204_3.pdf**

(a) NEED FOR PROJECT

Despite limited resources, Oregon's governor has made education and the alignment of the educational sectors his highest priority. Actions resulting from this effort include:

- legislation mandating efforts that lead to student-centered, seamless education from pre-kindergarten through college graduation;
- support for alternative pathways for students to achieve their post-high school career and educational goals;
- an expectation of increased college-level courses taught in Oregon's high schools;
- credit for proficiency, alignment and transparency of curricula among high schools, public two-year and public four-year offerings; and
- an endorsement of the reevaluation of what it means to be college-ready in today's global world.

To drive this commitment, the governor has established an educational goal for Oregon: that 40% of the adult population will have a bachelor's degree or better; 40% will have an associate's degree, postsecondary certificate or vocational license; and that the remaining 20% will have at least a high school diploma. To implement this commitment, the governor created the Postsecondary Quality Education Commission and to monitor progress towards these goals, he established key performance indicators for each state agency.

There is one common thread that must be woven through the fabric of Oregon's educational and career-development communities—we must all work together so our citizens can be prepared to contribute and be successful in the 21st century global economy. The foundation of this collaboration requires timely, accurate and comprehensive information about our students, teachers, programs, educational, vocational and employment opportunities throughout the state. In this way, all Oregonians can readily see a clear path to their educational goals and their most rewarding future.

Oregon has strong building blocks in place for the integration of education and workforce data. Three separate longitudinal data systems have already been built. The Pre-Kindergarten through Grade 12 Integrated Data System (KIDS), the Oregon Community College Unified Record System (OCCURS), and the Student Centralized Administrative Reporting File (SCARF) hold comprehensive unit record data on P-12, public two-year and public four-year education systems, respectively. The systems are operated by different agencies and data are shared only through *ad hoc* manual manipulation.

Significant federal support through the Statewide Longitudinal Data Systems Grant Program has added to the strength of those building blocks. The *Oregon DATA Project: Direct Access to Achievement*, funded in 2007, provides a sustainable program of professional development for accessing, collecting and effectively using data to drive classroom instruction and improve student achievement. The *Integration of Longitudinal*

Data Systems for Research and Practice (ILDS-RP) project, funded in 2009, integrates existing Oregon Department of Education (ODE) infrastructure for statewide assessment data with the University of Oregon's formative evaluation system. It features the use of EasyCBM, a standardized curriculum-based measurement system for monitoring progress in reading and mathematics in kindergarten through grade eight. The project also includes a web-based curriculum for the professional development of teachers-in-training.

In Oregon, inter-system matches have produced inter-sector longitudinal reports to inform research questions, but to date the work has been completed manually and on an ad-hoc basis. Further, these matched data have been released only through reports and have not been systematically available in a format that can be incorporated into a variety of enterprise systems.

Integrating the components into a cohesive singular Operational Data Store—one capable of meeting the needs of researchers, policymakers, parents, students, teachers, principals, local education agency (LEA) leaders, community members, and other stakeholders—remains a vision. The Oregon Department of Education (ODE) proposes to make that vision a reality with *Project ALDER: Advancing Longitudinal Data for Educational Reform*. Project ALDER creates P-12 teacher-student linkage for education data; integrates early childhood data, student career/workforce data, and measurement of post-secondary education success; and develops a comprehensive statewide data quality plan.

The following paragraphs summarize the current status of Oregon's system as it relates to the seven required capabilities and 12 essential elements, and describes how Project ALDER develops or improves them.

Capability 1: P-20 linkages

Oregon has been developing and refining processes for standardizing the collection and storage of K-12 school-based data since 1997. Currently, the state is implementing *KIDS*, a system for centralizing and standardizing student records and transcripts. This, in turn, has resulted in a *Consolidated Collections database*, which stores student-level data on test activities, demographic information, and school attendance details. The outcome is for all 198 school districts to be integrated into a statewide Operational Data Store (ODS). The current ODS stores minimal preschool data and significant amounts of K-12 data.

OCCURS comprises a longitudinal data system for all 17 community colleges. The student-level record data from each college, along with course, program, financial, student success and other supporting data, are compiled into aggregate and summary reports and processed for exchange with other statewide data systems. *OCCURS* provides the community colleges with comparable data for effective and timely state and federal reporting and to inform educational planning and improvement, research on program effectiveness and to provide support services.

SCARF is a bulk data Extract-Transform-Load (ETL) system for Oregon University System (OUS) Institutional Research. OUS collects common student, course, faculty, and degree information for all the students attending the state's seven four-year public universities, excluding the Oregon Health and Sciences University. These data are collected each term, validated both technically and logically, and integrated into a single warehouse. Reports and trends are produced, and the data are used for distributing state funds, evaluation of programs, populating predictive models, reporting performance, auditing academic programs and developing Board policy.

Project ALDER will significantly increase the amount and types of data in the operational data store. New additions will include attendance data (which will differentiate between full- and half-day programs for preschool and kindergarten), and formative, summative and diagnostic test data. The ODS will incorporate Child Find data elements as required by the Individuals with Disabilities Education Act, and will significantly expand the number of new workforce data elements.

Capability 2: Interoperability

Through KIDS, ODE uses standardized file formats for data exchanges with six regional warehouses operated by Education Service Districts (ESDs) and local school districts within the state. Each regional warehouse sets its own schedule for receiving automated data extracts. ODE provides support to regional partners as well as direct support to LEAs to facilitate automated data exchange. In addition, ODE has automated processes to provide data extracts to vendors who provide test administration services. Oregon's statewide achievement test, the Oregon Assessment of Knowledge and Skills (OAKS), is a web-based assessment administered by servers provided by American Institutes for Research (AIR). ODE provides a list of secure student identifiers, enrolled grade, and institution information to enable reporting of student academic performance.

The current system does not provide a comprehensive mechanism for exchanging pre-kindergarten or workforce data, and Project ALDER will meet that need. Major deliverables include: a comprehensive P-20 data store containing enrollment, attendance, and formative and summative assessment data. Oregon will enhance its electronic student record exchange (OSTX) to include these additional data, and this record can be used as a basis for more comprehensive electronic transcript transfers as well. The project includes inter-state collaborations and supports development of standardized file formats for data exchange.

Project ALDER will also introduce the Identity Resolution process, allowing for matching using unique identifiers from any source, an important component of interoperability. Integration into a single data warehouse requires this systematic process to resolve whether a person in one sector is the same as a person in another sector.

Capability 3: Teacher-student link

Although ODE has established unique secure identifiers for both teachers and students, current systems do not link student data with teachers. The development of a robust and systemic approach to support links between teacher and student information is the

major emphasis of Project ALDER. Major deliverables include the development of an Instructional Unit Identifier (IUID) to link teachers to course content and students (including the processes and procedures necessary to maintain the link with a high degree of fidelity), a significantly expanded inter-agency collaboration with the Teacher Standards and Practices Commission (TSPC), a new relationship with the Oregon Independent Colleges Association (OICA) and a comprehensive program of technical assistance and professional development offerings for school and district personnel.

Capability 4: Teacher licensure, preparation data

ODE currently tracks some information on teacher training in staff-level collections: demographics, staff courses instructed and highly qualified status, FTE, salary, and experience. ODE currently partners with the six public institutions of higher education that train teachers through a data exchange with Oregon University System and Teacher Standards and Practices Commission.

Project ALDER would expand staff collections to include additional pre-service and in-service training elements. ODE will work with Oregon Association of Colleges of Teacher Education (OACTE), which serves both public and private institutions, to develop data sharing agreements and protocols. As a further enhancement to the teacher licensure linkage, the Oregon Independent Colleges Association will contribute unit record data. As a significant preparer of Oregon teachers, OICA would both enrich and benefit from inclusion in a system designed to further understand, and improve, the effectiveness of Oregon's teacher education programs.

Capability 5: Continuous improvement, timely reporting

Through the Oregon DATA Project, Oregon has developed a comprehensive professional development series available for teachers, school and district administrators on the proper use of data to inform instructional decisions and improve educational programs. The project's strong sustainability element ensures the work will continue beyond the term of the original supporting federal grant, which expires in 2010. ODE is working with its test vendor to provide access to Oregon statewide assessment test scores with a one-day lag, and is in the process of adding formative assessment data to the operational data store.

During Project ALDER, stakeholder teams will design and implement reports that link formative and summative data with functionality that allows users the capability to view both types of data at the same time, such as a simultaneous plot of data from EasyCBM and OAKS. Access to this information would support a multi-trait/multi-measure approach to instructional decisions that would help to ensure data-driven decision making is based on measures that have depth and breadth. This also allows for an analysis of the relationship between formative assessments, state assessments and other measures, which can help schools develop a systematic approach to using low-cost, easily accessible data to identifying whether or not students are on track to mastering the state content standards.

Capability 6: Data quality

Oregon has mature systems and procedures for maintaining data integrity. Data are validated in the transactional system through a comprehensive suite of validation tools that incorporates a hierarchical approach to error analysis, so end users receive as few error messages as possible. In addition, policies and procedures govern when, how and by whom data may be submitted or edited. A Data Governance Committee meets bi-weekly to discuss and apply existing policy and address evolving needs. ODE has automated processes for data backup and standardized procedures for data restoration when needed. Business continuity and enterprise-level security systems are in place.

However, a comprehensive systematic data quality plan does not exist. During Project ALDER, ODE will work with all stakeholders to identify improvements in comprehensive systematic data quality throughout all phases of the data lifecycle, from collection to reporting to auditing and archiving. There will be a published plan implemented by the end of the project.

Capability 7: Reporting requirements

ODE has mature processes in place to support required reporting in all required areas, including the EDFacts and Adequate Yearly Progress reports. The department has just rolled out a new web application designed to support State Fiscal Stabilization Fund (SFSF) reporting. Oregon is one of five states currently engaged in Complete School Year EDFacts data submission and has received two EDFacts Awards for Excellence.

Project ALDER calls for ODE to change the data source for required reports from snapshot tables from the old transactional system to the KIDS Operational Data Store. By using a single higher-quality data source for these reports, ODE will improve efficiency (e.g., data quality plans can be based on a single data architecture).

Element 1: A unique statewide student identifier

In the 2001-02 school year, Oregon became one of the first states in the nation to introduce the use of a unique secure student identifier (SSID). Since then, ODE has expanded the use of SSID to cover all students served. In order to ensure uniqueness, ODE has implemented weekly procedures to merge student records whenever a student is issued a second SSID in a school transfer process. In addition, ODE updates testing records to reflect the merged parent SSID, so that assessment data are associated with the proper SSID. ODE also stores district-issued student ID numbers in order to link to localized data sources.

Element 2: Student-level enrollment data

ODE has a mature implementation of student-level collections to track enrollment, demographic, and program participation information. This year, ODE is implementing a Cumulative Average Daily Membership (CumADM) collection, which will use SSID for tracking, an advance over the quarterly membership, enrollment, and high school completers/leavers collections used in the past. ODE is investigating the inclusion of other data elements, such as a calculated full academic year field, and special

education program type codes to more tightly integrate collections and improve data quality.

Element 3: Student-level graduation, dropout information

Oregon currently tracks student-level information in six separate collections about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. These data are being consolidated into the new Cumulative Average Daily Membership (CumADM) collection (see above). This redesign will result in higher quality data on student outcomes and provide a more coherent view of these related outcomes to all stakeholders. In addition, the CumADM implementation will better support analyses needed by Oregon's impending move to a four-year cohort graduation rate. CCWD and OUS also have student level graduation and dropout data which will be more tightly integrated during Project ALDER.

During Project ALDER, ODE will request an extended cohort graduation rate in its Accountability Workbook for 2010-2011. With these revisions, Oregon will have better information to understand levels and trends related to cohort graduation and the percentage of students who continue in school beyond four and five years. Project ALDER also improves the state's ability to track GED recipients, and enhances preschool data in order to track factors that affect successful transition to kindergarten. Transfer and graduation from non-Oregon institutions will also be added through participation in the National Student Clearinghouse (NSC).

Element 4: Capacity to communicate with higher education

A collaboration between ODE, the Oregon University System (OUS) and the department of Community Colleges and Workforce Development (CCWD) has resulted in a transcript exchange system, the Integrated Data Transfer System (IDTS). IDTS enables three institutional levels to integrate their data systems: K-12, community colleges, and state universities. IDTS specifies a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency from Oregon high schools to the Oregon University System and community colleges. The Secure Student Identifier is included as part of this record.

This provides a foundation for the system's longitudinal data sharing of a body of data about a student, including education and career goals, for research and planning. ODE will be co-locating servers in the Oregon State University Data Center in June 2010. At that time, ODE will switch to using the same network service provider, Network for Education and Research in Oregon (NERO), which is used by colleges and university partners with excellent connectivity to Oregon K-12 schools. The project also develops the capacity to share student information with Washington state K-12 schools.

Element 5: State data audit system

ODE possesses established components of a state data audit system, including a well-defined data architecture, data validation rule sets, mature business rules, code review processes, standards development processes, and cross-domain validation procedures.

ODE publishes a calendar of data collection cycles, specifying data submission and validation windows. Districts and schools are provided with a list of data errors, warnings, and possible errors for correction or confirmation. In addition, all software involved in the data lifecycle are developed using a disciplined process in which application progress through *development*, *test*, and *production* environments, then undergo formal acceptance testing before use. A Data Governance Committee and Change Review Board safeguard data quality by overseeing requests to alter how data are collected and reported.

During Project ALDER, ODE will develop policies and procedures that govern acceptable use of data by research stakeholders; further develop the state data audit system, including producing policy documents and technical manuals; and build out the Error Correction Reporting (ECR) system to automate error identification and tracking.

Element 6: Student-level test data

OAKS is Oregon's only statewide assessment system that uses a standards-based computer adaptive assessment, and more than 99% of eligible students take the assessment online. Results from OAKS Online are available to students immediately upon completing the test, available to teachers within the online reporting system within 15 minutes of student's completing tests, and stored within ODE's operational data store within 48 hours after the completion of tests. To date, Oregon provides a individual student report that includes an analysis of student learning over time and has incorporated a growth model into its state accountability system. Oregon plans to expand the use of growth models to further inform instruction and to provide additional information about the success of instructional programs.

OAKS is administered in the content areas of reading and mathematics in grades 3-8 and 10, and grades 5, 8, and 10 for science and social science. In addition, ODE administers an-on demand writing assessment in grades 4, 7, and 10. This year, Oregon will begin collecting formative assessment data in kindergarten through eighth grade for reading and mathematics using EasyCBM.

Project ALDER will add integration with EasyCBM through the new District EasyCBM, released in August of 2009, a tool to aggregate CBM data that provides a more robust teacher-students linkage (e.g., it allows for multiple teachers in reading and math).

During Project ALDER, ODE will add student-level test data in preschool for academic, cognitive, fine and gross motor, social and other domains as deemed appropriate in collaboration with our preschool partners. ODE will develop the capability for districts to store information on two user-selected formative assessment measures (e.g., DIBELS, AIMSweb – two widely adopted CBM systems).

In addition, ODE has been developing a standardized criterion-referenced kindergarten readiness survey measure. The measure is ready for validation trials and will undergo a formal content validity review. ODE will develop and publish intra- and inter-rater

reliability estimates, criterion-concurrent validity estimates, and provide some evidence of construct validity.

Element 7: Information on untested students

Oregon currently reports testing participation rates in the Adequate Yearly Progress and Oregon Report Card reports. Results are reported by grade level and subject area and are disaggregated by gender, ethnicity, disability status and other demographic variables. Starting in 2009-10, districts submit documentation regarding the students who are eligible to test as part of the same method the districts use to document enrollment for state school fund purposes. This integration helps to ensure that participation rates accurately include all students.

Project ALDER will expand ODE's approach to analyzing and reporting on students not tested. As part of our comprehensive and systematic data quality plan, ODE will develop (a) disaggregated reports on untested students, and (b) missing data techniques to estimate outcomes as if all students were tested. ODE will also design and conduct analyses to better understand the impact of test windows (i.e., dates on which a student may test) and attendance patterns on untested students.

Element 8: Teacher identifier system

Oregon issues a Unique Staff Identifier (USID) to each licensed (including emergency and provisionally certified) teacher and other school personnel, including instructional assistants, school administrators, counselors, school psychologists, and instructional coaches. ODE currently track subjects and areas of licensure as well as school of employment, and has a well-developed method for dynamically calculating highly qualified teacher status for a give subject area.

Project ALDER will develop an inter-agency collaboration between ODE and the Teacher Standards and Practices Commission, another Oregon state agency, to develop mechanisms to increase the frequency and richness of data sharing in both directions. Besides improving teacher education programs, a key goal is to reduce the latency between data collection and the availability of reports to all stakeholders.

Element 9: Student-level transcript information

KIDS is an ODE statewide system that is integrating data from different student information systems from across the state into a common data warehouse. KIDS will provide the Oregon Department of Education and districts with a single, accurate, and authoritative student data system for the entire state, allowing seamless storage, access, and data transfer between districts and the state. In January 2010, KIDS will debut the Oregon Student Transcript Exchange (OSTX) application, which makes it possible to quickly exchange student records and transcripts between K-12 schools, and between K-12 schools and higher education institutions. Oregon does not currently have the ability to share student information with Washington state schools. Project ALDER develops that interstate relationship and adds functionality for K-16 transfers.

Element 10: Student level college readiness scores

Oregon currently provides PSAT assessments for all students enrolled in grade 10, but these data are not included in the state reporting system. ODE stores SAT data in its systems, but currently they are only available at the institution level (that is, they are not tied to Oregon's SSID). ODE does not currently store ACT data. Data on how many students are in Advanced Placement and International Baccalaureate courses is not currently collected, although data on how many teachers are assigned those courses are.

During Project ALDER, ODE will request and store SAT, PSAT, and, where available, ACT data at the student level linked by SSID. When not available from a vendor, ODE will develop a repeatable systemic approach to attaching an SSID to these data using established matching criteria. These data can then be used as part of the operational data store for additional information regarding student progress toward college readiness and as part of program evaluations. ODE will expand data elements related to AP courses and tests.

Element 11: Information on student transition to postsecondary education

ODE currently partners with the Oregon University System to provide K-12 transcript data for Oregon students who attend Oregon universities. Currently, OUS provides reports aggregated at the university level on factors affecting student transition, including participation in remedial courses by subject area. An OUS report called *The First Year* report also includes predictive validity analyses linking student performance on Grade 10 OAKS measures, high school GPA, SAT I scores and first-year college performance.

ODE will work with OUS, CCWD, OICA and partners in Washington, Idaho and Hawaii to develop a FERPA-compliant approach to systemic and repeatable student-level record sharing on successful student transition to postsecondary education. As these data become available, ODE will be able to analyze the efficacy of programs at the high school level.

Transitions to non-Oregon postsecondary institutions will be tracked through participation in the National Student Clearinghouse. The National Student Clearinghouse is a non-profit organization founded by the higher education community to provide enrollment and degree verification services, based on data from 3,300 institutions of higher education covering 92% of college students.

Element 12: Other information for student success in postsecondary education

ODE collects information on student grade retention, mobility, and discipline data that have an empirical impact on secondary and, therefore, indirect impact on postsecondary educational success. ODE will work with OUS and CCWD to identify other empirically validated factors that impact postsecondary educational success. As factors are identified, ODE will develop the data elements necessary to collect and report on these factors.

(b) PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

A general description of the work to be accomplished by Project ALDER is below, followed by a detailed discussion of specific project outcomes and their relation to system requirements and implementation.

Teacher-Student Linkage

Oregon currently collects some data on teacher education and licensure, but does not match teachers to students by classroom and subject. We believe that this capability is critical to understanding the connection between teacher training and qualifications and student academic growth.

The development of a robust teacher-student linkage is the major emphasis of Project ALDER. To bridge the gap between our current teacher (USID) and student (SSID) unique secure identifiers, ODE will develop and implement an Instructional Unit Identifier (IUID). Data elements will include an NCES course code, term identifier, class period code, classroom ID, and school code.

Collaboration with the Teacher Standards and Practices Commission, an external Oregon agency that issues teacher licenses and tracks teacher pre-service and in-service activities, will be significantly expanded. The data exchange between ODE and TSPC is not currently automated and is limited to federal reporting requirements data. Additional expansions to the teacher-student linkage will be developed with input from all partners.

ODE will support the implementation of IUID with technical assistance and professional development provided through a new partnership with Oregon Virtual School District (ORVSD), an ODE-supported initiative housed at Oregon State University. School, district, and regional warehouse partners will need significant training in the selection of NCES course codes to best reflect what is being taught. Under Project ALDER, all stakeholders will be engaged in developing policy to map the approximately 1,500 NCES course codes to the approximately 600 licensure codes used by TSPC.

Recognizing the political challenges of overcoming pervasive assumptions that the linkage is always tied to teacher evaluation and sanctions, Project ALDER contains a significant educational factor and relies heavily on building trust and creating a shared vision for the use of the linked data. The teacher-student linkage components will be designed so that teachers' data is kept confidential and strict security policies are in place to protect them.

Early Childhood Data

In Oregon, the Pre-K database consists of a single web-based application for the collection of child-level data across OHS PreK (Oregon Head Start Prekindergarten) and EI/ECSE (Early Intervention/Early Childhood Special Education) programs. The database includes demographic variables (e.g., age, ethnicity, language of origin). It

also captures types of services/settings for children in EI/ECSE and program model and attendance for children receiving OHS PreK services. In order to submit Pre-K data, all children must have an SSID number and are issued one upon enrollment..

The original intent of the Pre-K database was to link child demographic and service information with assessment data. However, the plan to implement a statewide early childhood assessment was changed to separate EI/ECSE and OHS PreK assessments. Due to this change and limited resources, the assessment link to the Pre-K database was put on hold. In order to further demonstrate the extent and impact of state funded early childhood services and obtain meaningful longitudinal data, this linkage is essential.

Project ALDER proposes to migrate existing Pre-K data from current transactional and other systems to the ODE Operational Data Store. Significant new data sources will be incorporated, including attendance and formative assessment data from published standardized measures. Data will also be added from ecWeb applications, used by Oregon EI/ECSE programs for case management and for assessment analysis and tracking. These applications are developed and managed by Early Childhood CARES, a program of the University of Oregon.

In addition, the existing transcript system (grades 1-12) will be enhanced to incorporate early childhood data, which will be used to automate record transfer for the transition to kindergarten.

Postsecondary Education Success

Community College and Workforce Development, an external agency, and the 17 community colleges will complete the development of the Student Success Indicators (SSI) to measure student retention, progress, completion and placement in jobs or further education. SSI provide information about how certain groups of community college students (non-English-speaking students, for example) progress through programs. Skill gain measures based on instructional standards or performance criteria enhance the high level outcomes from standardized tests or institutional effectiveness measures.

The Oregon University System has for more than 10 years reported back to high schools on the performance of their graduates during their critical first year of college. These reports have been limited in scope, and though recently improved through IDTS, the electronic transcript exchange system, still lack the completeness that can be attained through a P-20 data system. Identification of student attributes such as special education, disabilities, and eligibility for free and reduced lunch, plus additional test scores and attendance patterns, will all add depth and meaning to the reports currently returned to high schools and school districts.

By combining three sectors' data we can examine student progress and outcomes, and understand what it means to be prepared for college level work. Detailed studies of the curricula of successful students will lead to improvements in the requirements for high

school completion, as well as better advising for students earlier in their education. Oregon currently suffers from an inability to identify students continuing on to postsecondary education. A key to this is the open enrollment policy of the community colleges and, consequently, their lack of precision in identifying students' high school graduation year. By tying records directly with the K-12 source, community colleges will be able to identify the high school graduation year of its students and can then produce a meaningful in-state participation rate.

As a further enhancement of the state longitudinal data system, preliminary discussions with National Student Clearinghouse (NSC) have taken place. It is anticipated that a single contract for participation by the three sectors will allow Oregon to submit all the students represented in a single P-20 data system for matching against the NSC Enrollment and Degrees database. This will allow Oregon to follow students, coupled with their demographics and educational performance, into college and to determine complete college participation and graduation rates. By understanding which students choose to go elsewhere, we can institute changes that might allow our students to pursue their postsecondary goals in Oregon. By following ninth graders through postsecondary, we can accurately report on Oregon's educational pipeline in its entirety.

Workforce Data

ODE will partner with two external agencies, Community College and Workforce Development and the Oregon Employment Department (OED), to expand data sharing efforts. ODE currently exchanges unemployment insurance wage records with Oregon Employment Department via spreadsheets, for federal reporting purposes. Project ALDER will develop an automated exchange with the Employment Department's wage record database. In addition, OED is planning to participate in a pilot program with the Wage Record Information System (WRIS), a data exchange system in which all 50 states participate. The goal of the collaboration between ODE and OED is to develop a mechanism by which ODE would gain access to this significantly richer data source.

CCWD will continue to expand its systems to systematically track student education progress and workforce outcomes (including employment, wages and earnings) over time. The Integrated Management of Information System (IMIS) is a comprehensive base of education and skill development data from a robust body of measures. IMIS will integrate data from three existing data systems: OCCURS, WIA-MIS and TOPSPro and the GED Testing Service database. These systems contain data from education and workforce initiatives and programs designed for secondary and community college students, dislocated or unemployed workers, and working learner.

Specifics of Project Outcomes

The following section provides detail on project outcomes and their relation to system requirements and implementation.

FIGURE 1: Outcome 1

<i>Outcome 1: Teacher-student linkage</i>	
This outcome represents completion of Data System Capability 3: teacher-student linkage. Enhancements of other requirements are also noted in the chart below.	
Product/features/benchmark	Capabilities/elements addressed
1. Develop and implement an Instructional Unit Identifier (IUID)	Capability 3
2. Expand data sharing with Teacher Standards and Practices Commission	Capability 3, 4; Element 8
3. Create comprehensive program of professional development and technical assistance	Capability 2, 3, 5
4. Implement systematic process to validate the teacher-student linkage	Capability 3

Outcome 1: The development of a robust teacher-student linkage

Product 1: Development, implementation of an Instructional Unit Identifier (IUID)

Oregon does not currently have a mechanism for establishing teacher-student linkage. Project ALDER proposes to establish a robust linkage via a unique Instructional Unit Identifier that links teachers to courses to students. The specifics of IUID implementation will be designed by the stakeholders, but it is likely that each instructional unit will specify the year and term, school building and room, and subject (mapped via the five-digit NCES course code). Additional data elements may include the number of instructional minutes and information about course format or structure.

By the end of 2010, all districts in Oregon will have mapped their district course codes to NCES codes, so that with the help of IUID, ODE will have the capability to analyze results by content area. Because courses can be mapped in different ways, ODE will develop professional development materials to help districts apply course code mappings consistently.

In order to complete the mapping of teachers to content to students, we must develop the capability to track which subjects teachers are licensed in. During Project ALDER, ODE will work with the Teacher Standards and Practices Commission (an organization independent of ODE) and other stakeholders to develop policy to map the approximately 1,500 NCES course codes to the approximately 600 licensure codes used by TSPC.

In addition, as part of a systematic comprehensive data quality plan, ODE will work with stakeholders to develop data quality metrics to evaluate these efforts. For example, it is anticipated that “percentage of generic subject area codes” will be a useful metric, and acceptable value ranges and thresholds should be established.

Product 2: Expand collaboration with Teacher Standards and Practices Commission

In Oregon, the Teacher Standards and Practices Commission is an agency separate from ODE. Currently, ODE and TSPC exchange data via secure file transfers (Secure FTP) as need arises, essentially passing spreadsheets of staff data. ODE provisions the unique staff identifiers for all personnel and provides TSPC with staff-level data on staff assignments. Because not all districts require the use and reporting of USID, a moderate percentage of records must be matched on a combination of other fields such as name, date of birth and district staff identifier. Project ALDER provides for a collaboration between ODE and TSPC in order to incorporate USID into all data exchanged.

Product 3: Creation of technical assistance and professional development

In order for this project to succeed and become sustainable for all stakeholder groups, significant training will be needed by school, district and regional warehouse partners, as well as inter-agency partners.

For Project ALDER, ODE will partner with the Oregon Virtual School District (ORVSD), an ODE-supported initiative housed at Oregon State University, to provide ongoing training for teachers and other stakeholders. ORVSD provides static and dynamic web content, streaming video, and richly interactive multimedia training for school personnel in a free, secure environment. For content management, ORVSD uses an open-source tool developed at Oregon State University that was developed in collaboration with, and has been extensively used by, K-12 educators. ORVSD will serve as the portal for group training sessions and on-demand individual training for Project ALDER. Because the site uses role-based security, ORVSD supports multi-user content authoring and publishing.

During Project ALDER, ODE will work with ORVSD to develop standards for content such as XML representation of content, and standardized file formats (e.g., Flash for vector graphics video, H-264 encoded MPEG video). Each component (e.g., XML file, video file) will be treated as an asset that can be re-used and/or re-purposed. For example, a district could add district-specific examples to the training materials for mapping NCES content codes to district content codes. That would effectively customize the training.

Product 4: Implement systematic process to validate the teacher-student linkage

During Project ALDER, ODE will work with stakeholders and leverage existing data to

establish high quality procedures and to subsequently confirm the validity of the teacher-student links.

FIGURE 2: Outcome 2

<i>Outcome 2: Consolidate and expand early childhood data</i>	
This outcome represents substantial progress toward completion of System Capability 1: P-20 linkages. Enhancements of other requirements are noted in the chart below.	
Product/features/benchmark	Capabilities/elements addressed
1. Establish link for Pre-K database-EI/ECSE assessment data	Capability 1, 2; Element 2, 6
2. Create new Pre-K reporting toolset	Capability 1; Element 2, 6
3. Develop tools to support adoption and use of a standardized statewide summative assessment	Capability 1; Element 6
4. Develop a Pre-K- transcript for data exchange	Capability 1, 2; Element 2, 9

Outcome 2: Consolidate and expand early childhood data

Product 1: Establish link for Pre-K database-EI/ECSE assessment data

The current Pre-Kindergarten database was built by an external contractor six years ago and is not designed to add the information necessary to support early childhood educational improvement, such as formative assessment data. ODE’s main operational data store currently houses student test and instructional data for grades K-12. During Project ALDER, Pre-K and additional kindergarten data will be incorporated into the ODS. ODE will develop the systems to receive automatic nightly updates from its regional partners and external agencies using standardized file formats. Similarly, ODE will offer nightly data feeds back to its partners.

Product 2: Create new Pre-K reporting toolset

ODE migrates data from different transactional databases and other external data sources using a well-defined *Extract-Transform-Load* (ETL) process (for example, moving from a column-driven transactional database to a row-driven data format in the operational data store). During project ALDER, ODE will design and implement the ETLs necessary to receive data from our early childhood partners. The ETL process results in a versioned record set, with specified effectivity dates for each record. During the ETL process, ODE also performs a value-add process in which data are classified, organized and made more understandable for data users. A considerable part of the process is driven by metadata. During Project ALDER, ODE will enhance the metadata repository to include necessary information about Pre-K processes.

