

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 # R384A100014**

Closing Date: NOV 19, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. Dept of Education Supplemental Information for SF-424	e11

Narratives

1. Project Narrative - (Project Narrative - Project Abstract...)	e12
PA Project Abstract	e13
2. Project Narrative - (Project Narrative - Project Narrative...)	e14
PA Project Narrative - final	e15
3. Project Narrative - (Project Narrative - Appendix A, Optional Attach.....)	e45
PA Appendix A Final	e46
4. Project Narrative - (Project Narrative - Appendix B Resumes of Key P.....)	e48
PA Resumes Appendix B	e49
5. Project Narrative - (Project Narrative - Appendix C Current Status o.....)	e80
PA Appendix C	e81
6. Project Narrative - (Project Narrative - Appendix D Letters of Support...)	e84
PA Appendix D Final	e85
7. Budget Narrative - (Budget Narrative - Budget Justification...)	e98
PA Budget Narrative	e99
8. Budget Narrative - (Budget Narrative - ED 524 Section C Spreadsheet...)	e119
PA ED 524 C	e120

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

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Continuation	* Other (Specify)
	<input type="checkbox"/> Revision	
* 3. Date Received:	4. Applicant Identifier:	
12/2/2009	PDE	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:	
	CDFA 84.384A	
State Use Only:		
6. Date Received by State:	7/24/2009	7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Pennsylvania State Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
232172299		007782381
d. Address:		
* Street1:	333 Market St	
Street2:		
* City:	Harrisburg	
County:		
State:	PA	
Province:		
* Country:	USA	
* Zip / Postal Code:	17126	
e. Organizational Unit:		
Department Name:	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Dave
Middle Name:		

* Last Name: Ream

Suffix:

Title: Project Manager - Pennsylvania Information management Systems (PIMS)

Organizational Affiliation:

* Telephone Number: (717)783-6698

Fax Number:

* Email: DAVREAM@STATE.PA.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:**

84.384A

Title:

Statewide Longitudinal Data Systems

13. Competition Identification Number:

Title:

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

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

Pennsylvania Information Management Systems (PIMS)

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: PA 17

* b. Program/Project: PA 17

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2013

18. Estimated Funding (\$):

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

*** 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: * First Name: David

Middle Name:

* Last Name: Ream

Suffix:

Title: Project Manager - Pennsylvania Information Management Systems

* Telephone Number: (717)783-6698 Fax Number:

* Email: DAVREAM@STATE.PA.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:
 Pennsylvania State Department of...

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
4. Equipment	\$ 245,600	\$ 1,268,511	\$ 939,511	\$ 0	\$ 0	\$ 2,453,622
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 9,000
6. Contractual	\$ 6,153,337	\$ 3,525,251	\$ 2,127,810	\$ 0	\$ 0	\$ 11,806,398
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 6,406,937	\$ 4,801,762	\$ 3,075,321	\$ 0	\$ 0	\$ 14,284,020
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 6,406,937	\$ 4,801,762	\$ 3,075,321	\$ 0	\$ 0	\$ 14,284,020

***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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

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

(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 _____%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Pennsylvania State Department of...

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: David Ream

Title: SLDS Project Manager

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 checked="" 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 checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" 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 checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Pennsylvania Dept of Education Address: 333 Market St City: Harrisburg State: PA Zip Code + 4: 17126-0333 Congressional District, if known: 17	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: US Department of Education	7. Federal Program Name/Description: Statewide Longitudinal Data Systems CFDA Number, if applicable: 84.384	
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: Robert McGrath Title: Director - Bureau of Information Systems Applicant: Pennsylvania State Department of Education Date: 10/08/2009	
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

Pennsylvania State Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Melissa Middle Name:

Last Name: Felty Suffix:

Title: Administrative Officer

Signature: _____ Date: 12/02/2009

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **PA Project Abstract Pages: 1** Uploaded File: **C:\Documents and Settings\rmcgrath\Desktop\my grant docs\Final docs submitted\ABSTRACT SLDS.pdf**

ABSTRACT

The Pennsylvania Department of Education (PDE), with continued strong support from the Governor and in partnership with other agencies, Office of Child Development and Early Learning (OCDEL), Department of Labor and Industry, Pennsylvania Commission for Community Colleges, Pennsylvania State System of Higher Education (PASSHE), is pleased to submit this proposal to the U.S. Department of Education (ED), Institute of Education Science's State Longitudinal Data System (SLDS) grant competition (#84.384). In this proposal, we seek funds to accelerate our plans to expand and improve the Pennsylvania Information Management System (PIMS), which is Pennsylvania's SLDS. Specifically, PDE has identified the following ten tasks for which we seek funding through this grant opportunity:

Task 1: Connect to workforce data

Task 2: Connect to Adult Basic Literacy Education (ABLE) data

Task 3: Expand postsecondary database

Task 4: Expand existing student and teacher data in PIMS

Task 5: Link kindergarten assessment outcomes and demographic data to PIMS

Task 6: Link PA Federal Head Start program data into Early Learning Network (ELN)

Task 7: Implement eTranscripts and Electronic Student Record Exchange

Task 8: Conduct feasibility connectivity studies across all agencies and states

Task 9: Establish rigorous data use policy and data audit plans, procedures and training

Task 10: Ensure and enhance access to and use of data

Our vision for PIMS is to become a critical tool to improve education and workforce outcomes for all of the Commonwealth's children, adolescents, and adults. To this end, we have designed PIMS to be the consolidated hub of a comprehensive statewide longitudinal data system—comprising individual student, faculty and other relevant data from birth to high school, college, and career—that interfaces with an integrated statewide online portal with role-based accessibility and reporting applications. Coupled with tools to facilitate accuracy, accessibility, and analysis in the classroom and beyond, PDE will provide state policymakers, local education officials, teachers, parents, and students timely, understandable and useable data through a host of applications and reports customized for different audiences and information needs. With features such as Pre-Kindergarten through workforce data integration, implementation of a rigorous data audit policy and development of reports and publications meeting the diverse needs of stakeholders, PIMS will become a critical resource that guides policy and practice to improve educational opportunities and achievement for all students at every level of education in Pennsylvania. In short, *this grant will provide Pennsylvania the opportunity to accelerate our pace significantly, meeting the RFA specifications and designing tools and applications within three years, moving us swiftly toward our vision.*

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **PA Project Narrative - final** Pages: **30** Uploaded File: **C:\Documents and Settings\rmcgrath\Desktop\my grant docs\Final docs submitted\PDE SLDS Proposal_FINAL 12 02 09.pdf**

1. Need for the Project

The Pennsylvania Department of Education (PDE), with continued strong support from the Governor and in partnership with other agencies, Office of Child Development and Early Learning (OCDEL), Department of Labor and Industry, Pennsylvania Commission for Community Colleges, Pennsylvania State System of Higher Education (PASSHE), is pleased to submit this proposal to the U.S. Department of Education (ED), Institute of Education Science's State Longitudinal Data System (SLDS) grant competition (#84.384). In this proposal, we seek funds to accelerate our plans to expand and improve the Pennsylvania Information Management System (PIMS), which is Pennsylvania's SLDS. Our vision for PIMS is for it to become a critical tool to improve education and workforce outcomes for all of the Commonwealth's children, adolescents, and adults. To this end, we have designed PIMS to be the consolidated hub of a comprehensive statewide longitudinal data system—comprising individual student, faculty and other relevant data from birth to high school, college, and career—that interfaces with an integrated statewide online portal with role-based accessibility and reporting applications. Coupled with tools to facilitate accuracy, accessibility, and analysis in the classroom and beyond, PDE will provide state policymakers, local education officials, teachers, parents, and students timely, understandable and useable data through a host of applications and reports customized for different audiences and information needs. With features such as Pre-Kindergarten through workforce data integration, implementation of a rigorous data audit policy and development of reports and publications meeting the diverse needs of stakeholders, PIMS will become a critical resource that guides policy and practice to improve educational opportunities and achievement for all students at every level of education in Pennsylvania.

1.1 Where We Are with SLDS

PDE has made great strides designing a comprehensive K-12 data system and creating a solid foundation for a “womb to workplace” information system. Thus far, we have developed the foundational features of PIMS and have two years' worth of longitudinal data in a state data warehouse. Equally important, we have successfully fostered a data-rich culture, supporting continuous educational improvement at all levels of the system.

To date, PDE has been awarded approximately \$10 million through SLDS grants by the U.S. Department of Education and has committed a total of \$4.5 million of state funding – including both direct funding for tasks and staff time across PDE – per annum to sustain the expansion, improvement, and use of a statewide longitudinal data system. These investments reflect our commitment to building a data-rich, tightly aligned education system designed to improve the academic experiences and performance of each and every student in our state. *And*, we have used those resources well. In 2005, prior to receiving our first SLDS grant, Pennsylvania met just 2 of 10 essential elements of a state longitudinal data system as identified by the Data Quality Campaign (DQC). In three short years, this number increased to 7. In 2008, the DQC recognized our accomplishments, awarding Pennsylvania's Secretary of Education Gerald Zahorchak its annual Leadership Award.

Today, Pennsylvania has a system with:

- Statewide student identification numbers
 - Pennsylvania's longitudinal data system comprises 2,136,000 Student IDs, representing 1,800,000 students in K-12, 51,000 students in PK/early learning, and 285,000 postsecondary students
- Student-level test scores, enrollment, participation and program data
- Information on students not taking tests
- Statewide teacher identification numbers with a student/teacher match
 - PIMS houses 150,000 faculty records which are linked to students at the grade, course, and period levels
- High school graduation and drop out data
- Capacity to exchange data between K-12 and postsecondary institutions
- A state data audit system

Governed by senior executive leadership, PDE has redirected many internal resources and dedicated them to our SLDS. Over the past three years, we have replaced eight existing PDE data collection and supporting systems; and trained 1,200 Local Education Agency (LEA) staff to submit and use data; and provided a Help Desk to ensure timely submission of quality data. Of equal importance, we have made significant progress toward our goal of creating an integrated, usable data system. PDE has created a data-rich environment with valuable tools, including the Pennsylvania Value-Added Assessment System (PVAAS), online customized Pennsylvania System of School Assessment (PSSA) reports, a PSSA interactive data tool, and an interactive *4Sight* benchmark assessment tool. This December, we will launch the online tool associated with PDE's *Standards Aligned Systems* (SAS) complete with diagnostic assessments, customized links to model lesson plans and units, and *ePortfolios* for teachers, all linked to PDE's framework for aligned standards, assessment, instruction, and intervention. SAS is a collaborative, comprehensive culmination of research and good practice that provides a common framework for continuous school and district improvement.

Although we are proud of our progress, we recognize that much work remains. Our fully funded plans for FY 2009 and 2010 under our current SLDS grant include:

- Expand Pre-Kindergarten to 12th grade (PK-12) data collection to include local assessments, special education and financial data
- Develop reporting for principals (via Cognos cubes)
- Continue our public postsecondary implementation
- Link the Early Learning Network to PIMS
- Link PIMS to National Student Clearinghouse Data
- Begin implementation of the PDE Data Access and Use Policy
- Retire additional legacy data collections and supporting systems (e.g., discipline).

Even with these enhancements, however, PIMS will continue to lack 3 of DQC's 10 elements until fully resourced: (1) student-level transcript data, (2) student-level ACT and SAT scores, and Advanced Placement (AP) participation to calculate college readiness test scores, and (3) the

ability to match student-level PK-12 and all higher education data.¹ And this Request for Applications (RFA) includes additional requirements—elements (e.g., data that allow analysis of postsecondary alignment and transition) and capabilities (e.g., ability to examine student progress from PK-20 and into the workforce, ability to link certification and teacher preparation programs and institutions to individual teachers)—that our current system does not have. Appendix A, Exhibit A-2 below summarizes our progress to date and underscores the amount of work we have yet to do to build the comprehensive system we need.

*With the funding we seek in this proposal, we will be able to ensure that our system has all of DQC's and ED's elements and capabilities **in three years**.* (Appendix C details our progress toward meeting all of the elements and capabilities described in the RFA.)

1.2 Remaining Challenges

Pennsylvania serves the sixth largest student population in the nation² and is committed to leading the nation in educational quality and performance. We are proud to have shown significant progress toward that goal; according to the Center for Education Policy³, for example, Pennsylvania is the only state to provide evidence of increases in student achievement in elementary, middle and high school from 2002 to 2008. Despite these accomplishments, we have a long way to go; significant achievement and attainment gaps continue to exist by race/ethnicity, socioeconomic status, and geography and between 50 and 70 percent of our entering community college students require some remediation—as much as four courses over their first two semesters.⁴ Thus, while proud of our accomplishments, we are simply not satisfied with incremental improvements, nor can we afford to be.

Educational improvement through data-based decision-making using high quality data is a longstanding goal of Pennsylvania's policymakers and practitioners. Supported by significant state and federal resources, data systems within PDE (and within all of the Commonwealth's agencies) are expanding, improving, and being used by a growing number of stakeholders. However, a wealth of data at the school, district and state levels should in principle provide an empirical basis for developing educational policies, practices, and research proposals and designs. But the objectives of data-based decision-making in education have not been fully realized. We recognize that it is possible to be “data rich” but “insight poor;” mountains of data in silos across agencies, departments, educational levels, servers, and individual workstations will likely result in ignored, erroneous, or misused data, especially when coupled with the rapid pace of the instructional or legislative day.

In Pennsylvania, we face this challenge:

- We have multiple data warehouses with no “one-stop shop” to streamline use for busy professionals

¹ PIMS currently links P-12 data to the state system institutions and the state community colleges, but not state-related or private institutions.

² Common Core of Data 2006/07, NCES

³ For details, see www.cep-dc.org

⁴ *A Rising Tide* (2006) by The Learning Alliance for Higher Education at the University of Pennsylvania

- Our quality assurance and access guidelines are not yet fully systematized to ensure data quality and security
- We have a growing number of tools and documents, but not an integrated, coherent usability framework
- Conducting noncompulsory analyses of existing data is difficult given current staff resources.

Our vision has always included addressing the challenges we currently face, moving from our current data silos to an integrated system that puts children at the center and tracks them across time and sectors. *Our reality* has dictated an incremental approach, building and growing systems within different state and local agencies and across different educational levels. At our current pace and with our current resources, we anticipate that it would take us five to seven years to meet the specifications in this RFA and to fully develop tools and applications to help educators, policymakers, and families become “insight rich.” We estimate that fully implementing our vision for a robust statewide longitudinal data system, which includes key data elements that can leverage other data resources (e.g., early childhood, PK-12, postsecondary, and workforce data) to identify problems that could constrain student outcomes and using accountability systems to target resources more efficiently and effectively will take at least a decade. ***This grant will provide us the opportunity to accelerate our pace significantly, meeting the RFA specifications and designing tools and applications within three years, moving us swiftly toward our vision.***

More importantly, the resources provided by this grant would come at a time when Pennsylvania is committed and poised to link our state longitudinal database with other data warehouses and the powerful online tools and applications we have developed and are in the process of developing. We estimate that the costs of creating a fully integrated data system as depicted in Exhibit 3 will cost approximately \$ 125 million. To cover the difference between these costs and the funds we are requesting in this proposal, we will: (1) allocate a portion of formula funding (e.g., Title I, Education Technology under Title II), (2) seek additional competitive funding (e.g., Race to the Top), and (3) continue re-allocation of internal funding and resources by replacing a number of legacy data collection and support systems.

In this proposal, we describe our plans to use additional SLDS funds to bridge many different activities both within PDE and across the state to accelerate progress toward an integrated system that will provide practitioners, policymakers, and families with a student-focused and student-centered data system.

1.3 Where the Proposed Activities Will Take Us in Three Years

Data, including SLDS, is a fundamental element of all of our school improvement efforts. Central to these efforts is the assumption that educators, like all professionals, need data to guide their decisions and perform their jobs well. *Timely access to actionable information makes it possible to move forward effectively in every critical area.* In three years with the funds we request, Pennsylvania will have timely and useful information so that:

- Students and their parents have an accurate picture of students’ academic strengths and weaknesses
- Teachers will know exactly where to target additional instructional assistance

- Administrators will know if there is a school-, district-, or postsecondary institution-wide problem that needs their attention or an effective practice that could be spread more broadly
- Policymakers will know where their spending is having the most impact.⁵

In Pennsylvania, we have been working diligently to fulfill these needs, with concerted focus on information that most directly speaks to the critical interaction between educator and student. *With the addition of the resources requested in this proposal, we plan to fulfill all 7 capabilities and 12 elements listed in the RFA and create a design for an online portal to provide easy-to-use, secure access to PIMS data.* Our plans for this grant are organized around three broad priorities: (1) expand comprehensiveness, (2) ensure accuracy, and (3) build tools and enhance capacity to use data to improve every child's performance in school and beyond. These priorities are necessarily interrelated—linking data across education levels, systems, and sectors is a vital step to answering key questions about performance, policies, and interventions, but the answers to these questions are only as valid as the data used to draw conclusions. Specifically, data must be accurate, data merges must be implemented correctly, and data systems must be secure before they can be used to address stakeholders' questions. Moreover, comprehensive, valid data alone will not lead to continuous improvement—stakeholders throughout the education system must have access to, understand, and be able to use the information correctly. Thus, we plan to implement these three priorities in concert to maximize our investments in data.

1.3.1 Expand Comprehensiveness

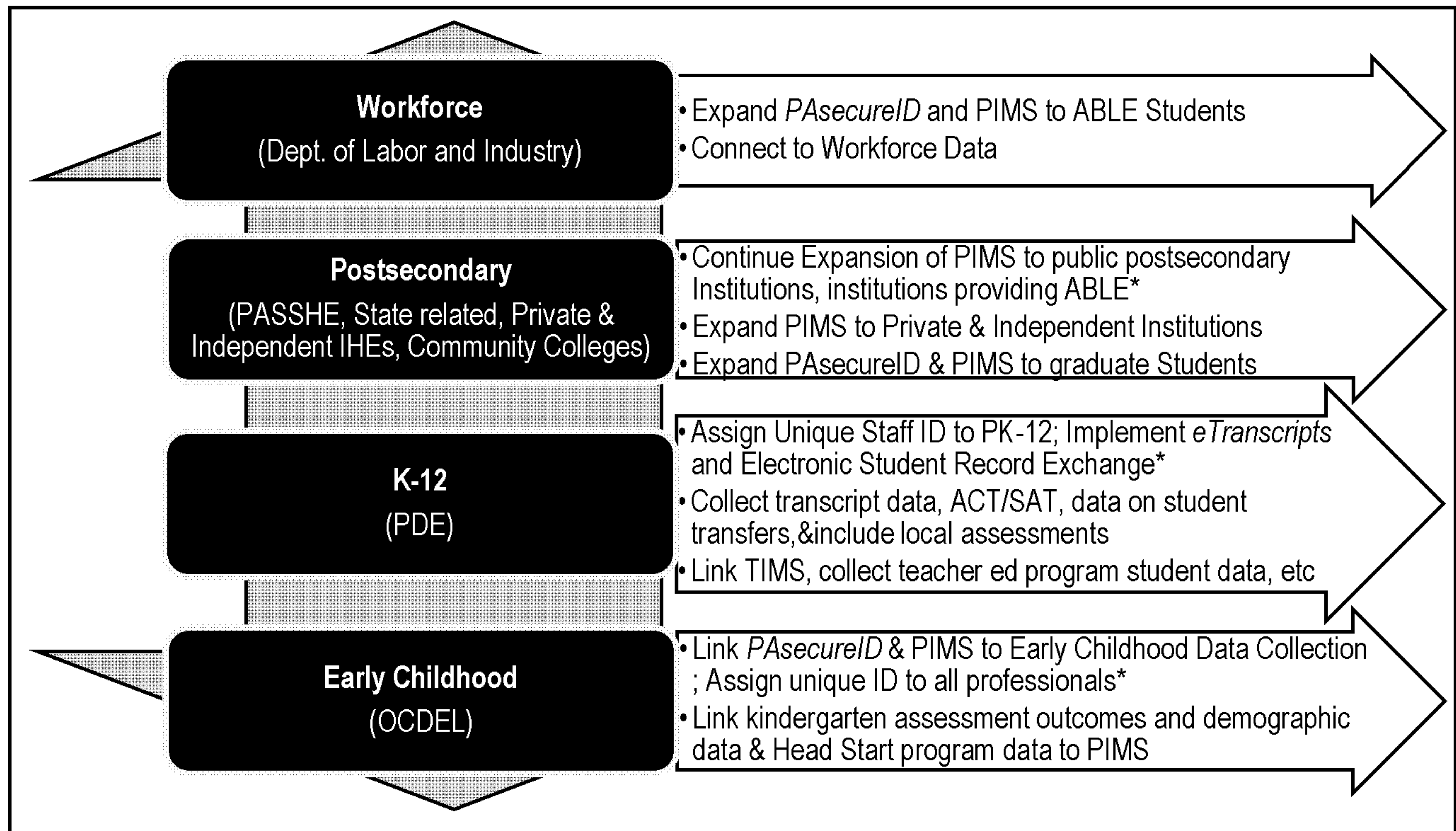
To effectively support educators, parents, policymakers, and students to improve student performance, state data systems must be built to exchange information within and across different agencies and educational systems and across time. Seamless linkage across time and entities requires developing interoperable data standards, common definitions, and consistent use of these throughout the entire process.⁶

To improve the comprehensiveness of PIMS, we propose activities to expand the data system both *vertically* and *horizontally* (see the Section on Anticipated Project Outcomes for detailed descriptions). As illustrated in Exhibit 1, vertical expansion involves linking data across systems, sectors, agencies, and institutions to create a longitudinal system that follows individuals from their earliest formal learning educational experiences to their entry and departure from the workforce. This expansion will build on the PIMS foundation—K-12 data records. Horizontal expansion involves adding information about individuals in PIMS—e.g., adding grades and kindergarten assessments to student records and adding information about teacher preparation programs to teacher data.

⁵ Excerpted from *Coalition for Student Achievement, Smart Options: Investing the Recovery Funds for Student Success (2009)*

⁶ For details, see <http://www.dataqualitycampaign.org>

Exhibit 1. Conceptual Map Summarizing PA’s Expansion Plans for PIMS



* Funded through existing SLDS Grant (2009/14)

Note that collecting public postsecondary institutions is only partially funded by existing SLDS grant.

1.3.2 Ensure Accuracy

As the Commonwealth expands data integration, we recognize that the first few years of data submission are often the most challenging for institutions and also the state. To ensure the integrity and appropriate use of the data, adequate institutional support is needed and the proper procedures must be followed. More importantly, data security becomes more complex and critical as PIMS continues to grow and evolve and as we begin to receive external requests to access and analyze the data. To this end, PDE has operated a Help Desk during the first two years of data collection and integration to provide guidance to individuals and institutions submitting data and linking data systems. We have also conducted trainings for LEA staff and issued guidelines, updates, and other appropriate information including data security guidelines and are committed to continuing these activities.

Activities in current grant	Proposed for this grant
<ul style="list-style-type: none"> • Implement data access and use policy • Formalize training for LEA data administrators 	<ul style="list-style-type: none"> • Establish Advisory Committee • Expand and systematize data audits, access and use policy

As we move forward, however, we must address and systematize several key dimensions of quality and security across state agencies linking data. Our plans include:

- Establishing a statewide advisory group to develop a data access and use policy across levels and data sources
- Developing and implementing data auditing plans, procedures, and training across agencies

Taken together and implemented with fidelity, these activities will improve the quality of our data, maximize data security, and build capacity to properly use the data.

1.3.3 Build Tools and Enhance Capacity to Use Data to Improve Education

For the past three months, PDE has convened stakeholder groups to gather their input to refine our vision for school improvement and to formulate our application for Race to the Top (RTTT) funds. Data has been a central part of those discussions, with particular focus on the information needed to improve education, including our lowest performing schools. Exhibit 2 summarizes information needs by audience.

We recognize that providing access to data is not the same as providing *usable* information. Few practitioners and policymakers have experience using large, complex datasets. Policymakers, school board members, educators and administrators, business and community leaders, parents, advocacy and school improvement organization staff, journalists, and others typically need assistance understanding the benefits and limitations of the data—the types of questions that can and cannot be addressed, appropriate analytic methods, and the amount of faith to put into answers gleaned from the data. Therefore, as we plan for tasks that support our vision for data integration with this SLDS grant fund, PDE will also follow the standards and guidelines of NCES as well as DQC and: (1) develop a research agenda and collaborate with external research organizations and researchers to explore the data for relevant and timely information, (2) develop and implement policies and practices to ensure and facilitate access and analysis, especially by educators, by providing user-friendly data tools and applications, and (3) raise awareness to increase usability of the data for the diverse stakeholders who may benefit from it, by providing training and professional development opportunities to analyze and interpret data appropriately.

In addition to providing critical information to educators, as well as policymakers, parents, and students, we seek funds to assist us in meeting federal reporting guidelines as effectively and efficiently as possible. The emphasis placed on tracking resources, activities, and progress in the Recovery Act requires a more sophisticated approach to data collection, management, and reporting than ever before. Among the elements required for the State Fiscal Stabilization Fund are distribution of highly qualified teachers, postsecondary tuition fees and enrollment trends, and progress made in the state's lowest performing schools. Our plans for SLDS expansion will include data collection and efficient reporting of these elements. In the following section, we present our strategic vision for our SLDS and discuss anticipated outcomes.

Exhibit 2. Highlights of Major End-user Needs in Pennsylvania

Users	Examples of User Needs
Students & parents	<ul style="list-style-type: none"> • Access information about local schools with greater ease and more certainty • Access student information and ease communication with school • Understand the learning needs of children so that parents can be empowered and an informed partner in educating children
Teachers, principals & school staff	<ul style="list-style-type: none"> • Draw on formative assessment item banks aligned with state and common standards and based on the PA curriculum framework • Access to resources that help individualizing/differentiating instruction to meet specific learning needs of students in timely manner • Access instructional best practices across the state • Early warning indicators that help identify at-risk students • Identify areas of needs for teachers
IUs, LEA & IHE leaders & staff	<ul style="list-style-type: none"> • Ensure that employee skills match local needs • Track students that move across districts, postsecondary institutions and within the state
Policymakers	<ul style="list-style-type: none"> • Measure the effectiveness of programs of all types in improving student outcomes • Promote cost-effectiveness efficiently throughout the system • Determine the needs for new legislation/initiatives to improve and support education
Researchers & advocacy groups	<ul style="list-style-type: none"> • Data elements that allow exploring longitudinal research questions related to college and work readiness • Learning progression for early childhood • Identify evidence based instructional practices
Business	<ul style="list-style-type: none"> • Have education systems to be more responsive to future economic needs

Major End-User Needs	
<ul style="list-style-type: none"> • Ensure good data quality • Collect more complete and expansive dataset • Make data system end-user friendly • Understandable and meaningful reports/information based on objective outcomes data 	<ul style="list-style-type: none"> • Provide tools to provide meaningful and timely feedback to improve instruction and learning • Enable best practice sharing • Develop data system linkage

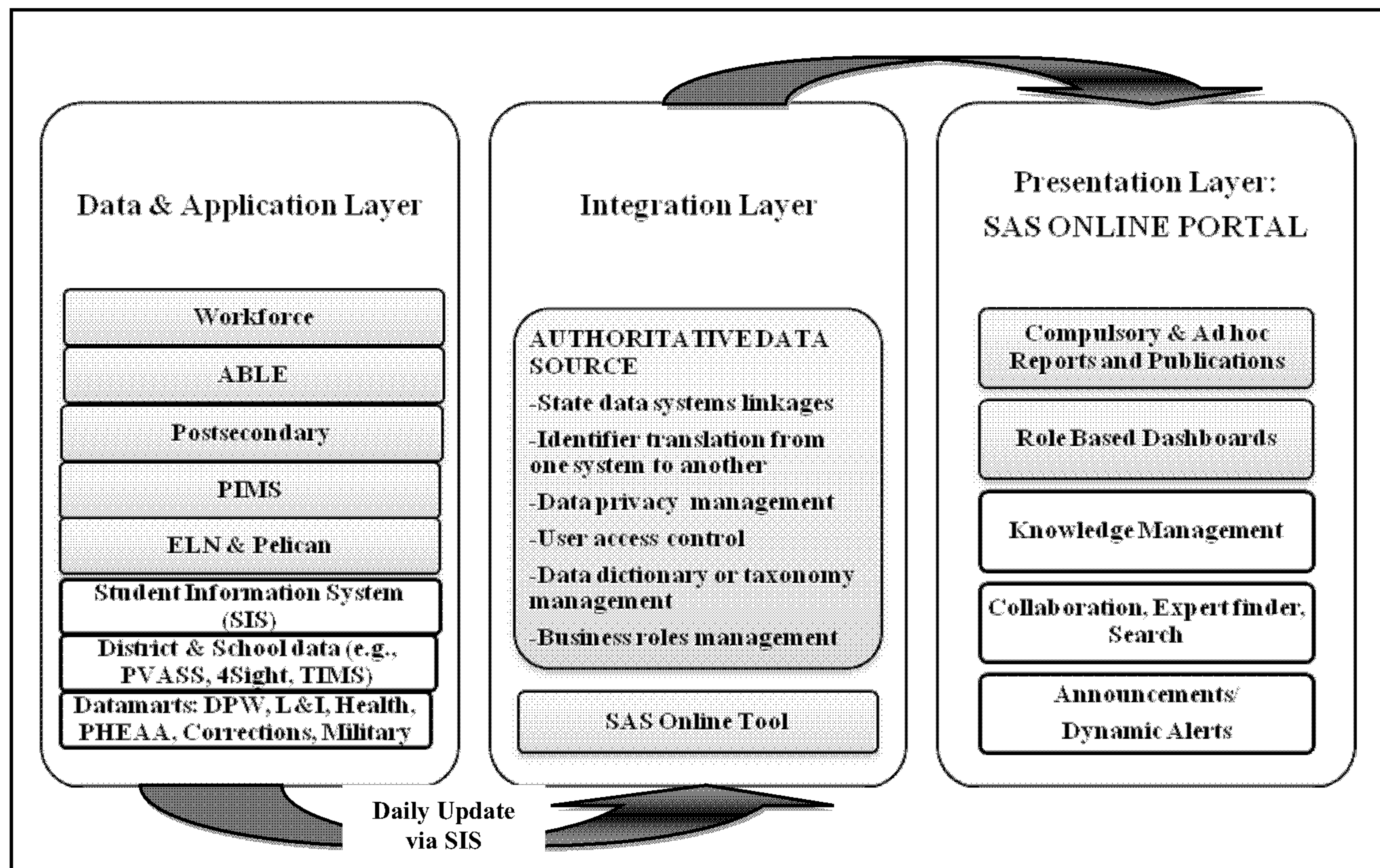
2. Anticipated Project Outcomes

Our long-term vision for SLDS is to create a data hub that will integrate PIMS, the *Pennsylvania Standards Aligned Systems (SAS)* online tool, and real-time school and district records (e.g., daily downloads of absences) with an interface that provides easy-to-access and interpret information, customized and password-protected by role (e.g., teacher, parent) and additional applications and features (see Exhibit 3). The highlighted boxes in Exhibit 3 represent our short-term goals—linking PK-20 and workforce data systems; linking the SLDS with the SAS Online Tool; systematizing collection, quality, security; and promoting usability through applications and tools. The integrated PK-20 and workforce data system will allow us to examine students’ trajectories through the education pipeline and beyond, provide feedback reports to schools and postsecondary institutions, and inform needs assessments and program effects.

In our selection of goals and activities to be included in this application, we have emphasized the need to meet the elements and capabilities described in the RFA and have only included

activities for which we need additional funding. (Appendix A, Exhibit A-1 provides a summary of activities funded under our current SLDS grant and activities proposed to be funded under this grant.) The RFA's requirements are consistent with those of PDE's current SLDS grant and, as such, continue to serve as the foundation for Pennsylvania's SLDS implementation efforts. The funds requested in this proposal will allow us to make significant progress toward "filling in the gaps" between the RFA's requirements, our vision for PIMS, and our current resources (including our recently awarded SLDS grant).

Exhibit 3. Conceptual Blueprint for Pennsylvania Data System



PDE has identified the following ten tasks for which we seek funding through this grant opportunity:

- Task 1:** Connect to workforce data
- Task 2:** Connect to Adult Basic Literacy Education (ABLE) data
- Task 3:** Expand postsecondary database
- Task 4:** Expand existing student and teacher data in PIMS
- Task 5:** Collect kindergarten assessment outcomes and demographic data in PIMS
- Task 6:** Collect PA Federal Head Start program data in PA's early childhood unit level data system the Early Learning Network (ELN)⁷

⁷ ELN is PA's data system for gathering information on early childhood programs and for studying the development of children in those programs. ELN combines information about the program including the quality and experience of the staff, with information on your family and your child's development over time.

Task 7: Implement eTranscripts and Electronic Student Record Exchange

Task 8: Conduct feasibility connectivity studies across all agencies and states

Task 9: Establish rigorous data use policy and data audit plans, procedures and training

Task 10: Ensure and enhance access to and use of data

As presented in Exhibit 4 toward the end of this section, the project plans under this grant will enable PDE to achieve a great deal in the next three years toward meeting all system requirements (i.e., 7 capabilities and 12 elements). Also, as presented in Appendix A, Exhibit A-1, these proposed activities do not overlap the activities being funded by existing grant but supplement them to facilitate and expedite implementation of comprehensive SLDS. In addition to these activities, we agree to participate in an evaluation, continue our participation in various consortia and committees of the Council of Chief State School Officers (e.g., the Accountability Systems and Reporting (ASR) state collaborative project, Education Information Management Advisory Consortium (EIMAC), and the Decision Support Architecture Consortium (DSAC)), work with the State Higher Education Executive Officers, and work toward aligning our systems to the standards and guidelines that the National Center for Education Statistics (NCES) has developed to promote data quality and interoperability of data systems within and across states. As we expand our data system, we will also collaborate with NCES for inclusion in the NCES Online Data Dictionary. Descriptions of each activity including current status and needs as well as anticipated outcomes are discussed below. Note that the outcomes include concrete products, features, or benchmarks resulting from proposed tasks and sub-tasks and represent completion or progress toward completion of the required capabilities and elements under this RFA.

2.1. Task 1: Develop the Infrastructure and Process to Successfully Match Student Records to Workforce Data

The Pennsylvania Department of Labor and Industry currently houses a Wage Record File data system. This system maintains information on approximately 6,000,000 individuals and includes quarterly wages, credit weeks worked, and UI account number that enables us to connect to an industry code (NAICS). Pennsylvania also has a Standard Occupational Classification code (SOC) and Classification of Instructional Programs code (CIP) crosswalk. To effectively evaluate the workforce readiness of Pennsylvania students—whether and how quickly graduates find employment, whether it is in the area they were trained in, and whether academic institutions are providing programs aimed at preparing students for work in high need areas—Pennsylvania must connect its SLDS with its workforce data.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Review established procedures and mechanisms employed by other states in connecting their SLDSs
- Establish guidelines and procedures for connecting the data, storing the data, and how the data will be used
- Link PIMS with the state's operational data system for collecting and maintaining workforce data

2.2. Task 2: Connect to Adult Basic Literacy Education (ABLE) Data

The Bureau of Adult Basic and Literacy Education (ABLE) provides a full range of instructional services that address the needs of educationally disadvantaged adults, including programs of instruction in adult basic education (ABE), Family Literacy Programs, English as a Second Language (ESL), preparation for the Tests of General Educational Development® (GED®), and Corrections Education. In Pennsylvania, 7 percent of adults (more than 500,000 students) without a high school diploma are enrolled in state-administered adult education programs. While Pennsylvania is aggressively trying to improve the education pipeline for adult students, it does not currently have a mechanism for effectively tracking them. Furthermore, we know that many of these students enter postsecondary education at some point, but we are not able to accurately track their success.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Determine what data from the ABLE system is relevant to the states SLDS
- Establish guidelines and procedures for connecting the data, storing the data, and how the data will be used
- Link PIMS with the state's operational data system for collecting and maintaining ABLE data
- Enable the tracking of ABLE students as they proceed through the education pipeline, including information on outcomes and assessments

2.3. Task 3: Expand Postsecondary Database

Pennsylvania has a wide assortment of institutions serving postsecondary/higher education, enrolling approximately 680,000 students in 159 colleges and universities. The expansion of postsecondary information in PIMS includes three separate tasks: (1) expanding PIMS to include state-related postsecondary institutions and private institutions, (2) expanding PAsecureID and PIMS to postsecondary graduate students, and (3) Expanding PIMS to include Perkins student level data. Goals and benchmarks to guide timely progression toward accomplishing these tasks and anticipated outcomes are discussed below.

2.3.1. Expand PAsecureID and PIMS to state related postsecondary institutions and private postsecondary institutions

PDE has started to fund the integration of public postsecondary institutions (state system and community colleges) into PIMS through the PAsecureID. As part of Pennsylvania's vision to build a PK-Workforce SLDS, PDE must be able to collect and track data on individual students in all postsecondary institutions. Pennsylvania is unique in the way it governs and funds postsecondary education. Within its overall system, Pennsylvania has public institutions (14 state systems institutions and 14 community colleges), private institutions that make up the majority of the higher education institutions in the Commonwealth, and 4 state-related institutions (Pennsylvania State University, University of Pittsburgh, Temple University, and Lincoln University). The state-related institutions operate with more autonomy than the public

institutions, but receive significant support from the state. These institutions enroll a quarter of all undergraduate students in the state. To avoid significant gaps in our longitudinal database and to complete all state and federal program reporting requirements using PIMS, PDE must expand our current work to include the state-related and private institutions.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Develop a formal mechanism for communicating and working with the state related and private institutions
- Assign PAsSecureIDs to state related and private institution students
- Train state related and private institution officials on submitting data into PIMS
- Operate an inclusive Pennsylvania Postsecondary Statewide Data Council that provides formal input and feedback mechanisms for all PA postsecondary institutions

2.3.2. Expand PAsSecureID and PIMS to postsecondary graduate students

Pennsylvania also plans to expand PIMS by linking with data on the 160,000 graduate students in postsecondary institutions. It is important to collect data on these students to better understand their academic performance, the impact of undergraduate education on graduate education, and the performance of students who are teaching assistants and/or research assistants. Further, to conduct comprehensive school to workforce analyses, PIMS must include information on graduate education. To collect data on graduate students, the students will need to be assigned PAsSecureIDs. Graduate students who recently attended undergraduate schools or community colleges in Pennsylvania will already have an assigned PAsSecureID, but graduate students from out of state will have to be assigned a PAsSecureID upon admission.

Outcomes

The grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Assign PAsSecureIDs to the graduate students
- Collect data on graduate students in PIMS
- Develop reports using graduate student information

2.3.3. Replace existing postsecondary Perkins and TAOC data collections with PIMS

Currently PDE maintains a unit level data system to collect data on postsecondary Perkins students in order to accomplish federal Perkins reporting requirements. Likewise, PDE has recently enacted a sweeping transfer and articulation program (TAOC) to ease and streamline the transfer process for postsecondary students. With this program we have developed basic reporting requirements. In this application, we seek funds to replace existing postsecondary data systems with PIMS to simplify and ease the reporting burdens on institutions. Therefore we desire to replace the Perkins and transfer data systems with our PIMS system. Further, collecting unit level data on transfer students will significantly increase the accuracy and analytical capabilities of the data.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Develop a formal mechanism for communicating and working with the institutions and their Perkins Program offices
- Initiate trainings on how to submit data into PIMS
- Collect Perkins and TAOC data in PIMS
- Develop Perkins and TAOC reports

2.4. Task 4: Expand Existing Student and Teacher Data in PIMS

With the existing SLDS grant (2009-2014), PDE is initiating an *eTranscript* and electronic student record exchange as well as assigning a permanent, unique and randomly generated staff ID to all non-certified PK-12 classroom-based staff, including those working in charter schools. While these activities will significantly enhance our capacity to track and monitor students and teachers/staff, PIMS does not currently collect the necessary data to meet all of the requirements of the SLDS, nor—more importantly—provide sufficient information to help support schools and teachers to address the specific needs of their students. Therefore, we are seeking to expand data elements to answer critical questions such those related to teacher effectiveness and the college or workforce readiness of our students, thus enabling timely intervention to support maximizing educational outcomes for our students. Specifically, we seek to: (1) expand to include teacher preparation data (Title II), (2) expand teacher data in PDE's Teacher Information Management System (TIMS) to include early childhood educators, and (3) expand existing student files including transcript data (i.e., grades, pass/fail, GPA, high school exit exam, and transfer in and out from LEAs) and ACT/SAT scores

2.4.1. Expand to include teacher preparation data (including Title II data)

PDE currently houses data on all public PK-12 students and is expanding into postsecondary education. However, PIMS does not currently include the data necessary to meet the new federal reporting requirements under Title II of Higher Education Act for teacher preparation programs. Thus, to properly track, assess, and report on teacher education program students and follow them into the teaching profession, PIMS must be adjusted to allow for the collection of specific data on these students. Likewise, PDE must be able to track the students into their professional experience to examine the quality of teacher preparation programs.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Develop a formal mechanism for communicating and working with the institutions
- Review Title II data requirements and definitions
- Expand PIMS to include required Title II data
- Implement training procedures for all Title II institutions in PA for the assignment of PAMSecureIDs and data submission into PIMS
- Assign PAMSecureIDs to all teacher education students
- Collect Title II data in PIMS

2.4.2. Expand teacher data in the Teacher Information Management System (TIMS) and make TIMS interoperable with PIMS and ELN

PDE has recently published a Request for Proposals (RFP) for a vendor to assist with designing and building a master repository of information about educators in the State (i.e., TIMS). Linkages between TIMS and PIMS will allow us to examine teacher mobility, and attrition data will allow PDE to identify teacher shortage areas across the state and thus to help developing policies supporting equitable distribution of highly qualified teachers. However, this repository will only provide information about K-12 educators and does not include early childhood educators. Including early childhood educators and linking their data to student performance and to teacher certification programs across all education levels will enhance our understanding of the variables involved in the impact of PK experiences on later learning. Thus, we propose including early childhood educators in TIMS so that we may link these data with PIMS and ELN.

Outcomes

This grant will enable PDE to:

- Establish a working group to guide the implementation effort
- Develop a formal mechanism for communicating and working with the institutions
- Develop the additional data requirements to be added to TIMS
- Investigate and develop procedures for TIMS, PIMS, and ELN interoperability
- Expand TIMS to include information about all educators, including early childhood educators, and link to PIMS & ELN
- Develop policy- and practice-relevant reports focused on teacher education program students
- Meet the SLDS Grant RFA requirement on connecting teacher preparation data to teachers in the classroom

2.4.3. Expand existing student files including transcript level data and ACT/SAT⁸

PDE currently houses data on all public PK-12 students; however, PIMS does not currently collect the necessary data to meet all of the federal requirements of the SLDS grant, nor provide comprehensive information that is critical for identifying students who may need additional instructional support. At a minimum, PDE plans to expand the collection of data elements on the student files to include transcript data (e.g., grades, pass/fail, GPA) and ACT/SAT scores under this new grant.

Outcomes

This grant will enable PDE to:

- Outreach and training for LEAs
- Expand student data in PIMS and Expand student data in PIMS to include course grades, pass/fail indicators, and GPA
- Collect ACT/SAT scores

⁸ NOTE: PDE will cover the costs of expanding student files to include transcript level data and ACT/SAT data.

- Develop policy- and practice-relevant reports focused on such topics as student coursetaking, grades, graduation rates, and college readiness
- Report using NGA graduation rates

2.5. Task 5: Collect Kindergarten Assessment Outcomes and Teacher Demographic Data in PIMS

There is no universal kindergarten assessment in Pennsylvania and there are no unified data collections for kindergartners or their teachers. Yet Kindergarten is the first opportunity to compare the experiences and capabilities of children who have experienced state early childhood programs and those who have not. OCDEL is developing an approach for kindergarten to mirror the multi-faceted work to support the ELN, which consists of linked data with three-times-a-year child assessment information, demographic information about children/family status, classroom observation data, and information about teachers and aides. OCDEL is planning to gather information about children, teachers, and program quality. We seek support in this grant to link outcomes data from the kindergarten assessment, child demographic records, teacher education and experience information, and classroom quality details to PIMS.

Outcomes

This grant will:

- Incorporate kindergarten assessments and outcomes, and relevant classroom, teacher, and child information in PIMS
- Identify and document data and reporting requirements for institutions and stakeholders
- Link kindergarten assessment data with state data system

2.6. Task 6: Collect PA Federal Head Start program data in ELN

To understand the impact of early childhood programs on child outcomes, it is essential to understand the impact of programs like Early Head Start and Head Start, and to evaluate other factors in the context of a child's life. Head Start/ Early Head Start are federally funded early childhood education programs for low-income families and children, and in Pennsylvania more than 35,000 young children from birth through age 5 are being served in Head Start and Early Head Start classrooms. All Head Start programs are required to submit a Program Information Report (PIR) for each year that includes comprehensive programmatic data on the services, staff, children and families served by Head Start programs. Currently, the state is able to gather child-level information only from state-funded Head Start programs, meaning many child outcomes are unmeasured. Linking PIMS to Head Start data via ELN will allow PA to develop a more complete understanding of the range, access, and impact of early childhood programs and services provided in the Commonwealth.

Outcomes

This grant will:

- Create necessary mechanisms for linking Head Start program data to ELN
- Link PIMS to federally funded Head Start and Early Head Start data

2.7. Task 7: Implement eTranscripts and Electronic Student Record Exchange

Pennsylvania has no solution in place to enable the electronic exchange of student records and transcripts within the PK-12 sector or between PK-12 and other educational sectors. PDE also needs a single student data exchange system for all PK-20 educational entities, i.e., Student Records Exchange from LEA to LEA, and transcripts from secondary to postsecondary and from postsecondary to postsecondary institutions. PIMS provides a vertical reporting capability from LEA to PDE, but not the capability to transfer student records from school to school and district to district. Electronic exchange of student longitudinal data from educational agency to educational agency is perhaps the most fundamental purpose of an SLDS, and Pennsylvania needs to put a solution in place. PDE has funding to initiate a statewide eTranscripts solution under the existing SLDS grant but the process to date has revealed a shortfall in necessary funding levels. Therefore PDE is requesting supplemental funding to allow the Pennsylvania Transcript Center (PTC) initiative to be successful.

Outcomes

This grant will:

- Identify core data elements to be included in the student record/transcript and the format for record extract
- Conduct training and develop documentation
- Create the ability to calculate key indicators such as an accurate college-going rate from the state's public high schools

2.8. Task 8: Conduct feasibility studies of data connectivity across multiple agencies and states

As described earlier in the proposal, multiple state agencies outside of PDE collect and maintain their own data system such as corrections, military, health, Office of Children, Youth and Families, and Pennsylvania Higher Education Assistance Agency (PHEAA). Linking these multiple data sources will substantially extend the utility of SLDS in data-based decision making. For example, PHEAA maintains a unit level data system on all students who have applied for federal or state financial aid. These data include financial aid data, demographic data, and school of enrollment among other data points. While linking data across and outside of educational information systems has always been part of PDE's vision for a robust SLDS, constraints to establishing such links include the absence of a consolidated data warehouse and the absence of common data definitions. To accelerate our efforts to move toward greater connectivity and interoperability, we are proposing to conduct feasibility studies on connectivity of multiple data sources.

Outcomes

This grant will enable PDE to:

- Complete assessing the requirements for transmitting and connecting PIMS data and the other data/information systems

