

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 # R384A100028**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

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

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

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: West Virginia Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
556000768	824700371

d. Address:

* Street1:	1900 Kanawha Blvd
Street2:	Bldg 6 Room 346
* City:	Charleston
County:	WV
State:	WV
Province:	
* Country:	USA
* Zip / Postal Code:	25405

e. Organizational Unit:

Department Name:	Division Name:
West Virginia Department of Education	Office of Information Systems

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

Prefix:	* First Name:	Nancy
Middle Name:	C	

* Last Name: Walker

Suffix:

Title: Director Information Systems

Organizational Affiliation:

* Telephone Number: (304)558-8869 Fax Number: (304)558-2584

* Email: NWALKER@ACCESS.K12.WV.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 System Recovery Act Grants

13. Competition Identification Number:

OMB 1894-0006

Title:

Statewide Longitudinal Data System Recovery Act Grants

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

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

West Virginia State Longitudinal Data System Project

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: 2

* b. Program/Project: 1,2,3

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	\$ 14797911
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 14797911

*** 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:	Steve
Middle Name:	L	
* Last Name:	Paine	
Suffix:	Ph.D	
Title:	Superintendent of Schools	
* Telephone Number:	(304)558-2681	Fax Number: (304)558-2584
* Email:	SPAINE@ACCESS.K12.WV.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:
West Virginia Department of Educ...

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	\$ 235,000	\$ 600,000	\$ 600,000	\$ 0	\$ 0	\$ 1,435,000
2. Fringe Benefits	\$ 77,550	\$ 198,000	\$ 198,000	\$ 0	\$ 0	\$ 473,550
3. Travel	\$ 191,500	\$ 227,600	\$ 227,600	\$ 0	\$ 0	\$ 646,700
4. Equipment	\$ 22,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 22,500
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 0	\$ 0	\$ 30,000
6. Contractual	\$ 4,050,000	\$ 4,290,000	\$ 2,575,000	\$ 0	\$ 0	\$ 10,915,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,586,550	\$ 5,325,600	\$ 3,610,600	\$ 0	\$ 0	\$ 13,522,750
10. Indirect Costs*	\$ 334,818	\$ 388,769	\$ 263,574	\$ 0	\$ 0	\$ 987,161
11. Training Stipends	\$ 96,000	\$ 96,000	\$ 96,000	\$ 0	\$ 0	\$ 288,000
12. Total Costs (lines 9-11)	\$ 5,017,368	\$ 5,810,369	\$ 3,970,174	\$ 0	\$ 0	\$ 14,797,911

***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: 7/1/2007 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 7.3%

(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 7.3%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
West Virginia Department of Educ...

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: Steve L Paine

Title: State Superintendent of Schools

Date Submitted: 12/03/2009

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 checked="" 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:	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: Steve L Paine Title: State Superintendent of Schools Applicant: West Virginia Department of Education Date: 12/03/2009	
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

West Virginia Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr First Name: Steve Middle Name: L

Last Name: Paine Suffix:

Title: State Superintendent of Schools

Signature:

Date:

12/03/2009

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Nancy	C	Walker	

Address:

* Street1: 1900 Kanawha Blvd
 Street2: Bldg 6 Room 346
 * City: Charleston
 County: WV
 * State: WV * Zip / Postal Code: 25405 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(304)558-8869	(304)558-2584

Email Address:

NWALKER@ACCESS.K12.WV.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **slds Project Abstract.pdf**

Abstract

West Virginia State Longitudinal Data System Project

The West Virginia Education Information System is an online, interactive, transactional management information system for all P-12 schools and districts. With the State Longitudinal Data System (SLDS) project, West Virginia is poised to provide robust longitudinal data for student achievement and school improvement—from pre-Kindergarten through entry into the workforce. The state will meet all the required elements of a longitudinal data system by completing the connection between the P-12 and the postsecondary longitudinal data systems to track progress and foster continuous improvement. Project outcomes also include enhancements to existing data system capabilities to improve data quality, support continuous school improvement, promote teacher and administrator quality, and evaluation and professional development of educators.

Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research. The West Virginia Department of Education and the Higher Education Policy Commission have established an agreement to build a P-20 data system connecting the West Virginia Education Information System (WVEIS) and HEPC through de-identifying and combining data across both systems into a P-20 data warehouse, which will reach full implementation through this project. Workforce and other agencies will join the system during the grant period.

Goal 2 - Improve data accuracy and integrity. WVEIS will revise the data collection and validation system, including data definitions across P-20, business rules and data audits for local users and state data managers to promote school and district data stewardship and provide high quality data for continuous improvement and federal reporting.

Goal 3 – Provide easily generated data for continuous school improvement and student achievement. Engaging educators in using both real-time and longitudinal data for continuous school improvement and student achievement is the primary goal of the state longitudinal data system. The project will develop, with extended involvement of educators, an integrated individual student assessment record, instant displays of student and classroom data, such as benchmark assessments, discipline and attendance, and analysis of factors related to student success accessible to their principal, teachers and parents.

Goal 4 – Connect teacher preparation, certification, evaluation and professional development information for continuous improvement. The project will establish electronic transfer of teacher preparation and certification information from the WVDE to the district. A system for recording both professional development participation and teacher evaluation information will be created to enhance teacher quality initiatives. Completing the teacher–student data connection through the WVEIS scheduling module and P-20 connection to courses completed will bring student achievement, teacher preparation and course completion data together for answering important policy and program effectiveness questions vital to improving student outcomes.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **SLDS Project Narrative** Pages: **27** Uploaded File: **SLDS Needs Goals Activities Dec 3.pdf**

Project Narrative West Virginia State Longitudinal Data System Project

(a) Need for the Project

The importance of a fully implemented state longitudinal data system to West Virginia's educational and workforce goals cannot be understated: West Virginia is a state in crisis. It trails the nation in nearly every major economic and educational ranking. Building the bridge to positive future state growth will only be accomplished through developing a more highly educated workforce. The following statistics illustrate the extent of this educational and economic crisis. According to the United State Census Bureau, in 2005, West Virginia ranked:

- 50th in the nation for adults who completed bachelor's degrees
- 50th in the nation for median household income
- 48th in the nation for per capita income
- 43rd in the nation for adults (age 25+) who completed high school
- 5th in the nation for persons living below poverty level
- 1st in the nation in unemployment

Additional indicators reinforce the need for school improvement to increase student educational achievement in the state:

- Only 39 of every high school graduate entered college the following fall, and only 16 graduated from college within six years (NCHEMS, 2006).
- Less than 16.5% of West Virginians aged 25 and older possess a college degree.
- 18% of the WV high school graduates that were enrolled in a WV public IHE had to complete a developmental math course during their freshman year in 2005 (HEPC existing data).

Concurring with President Obama's American Graduation Initiative, WVDE, the Higher Education Policy Commission and the West Virginia Community and Technical College System aspire to increase the state's proportion of college graduates through policies informed by P-20 data.

In Education Week's *Quality Counts 2009* annual report card tracking state education policies, West Virginia earned a grade of "C-" overall with a total score of 71.1 points out of a possible 100 compared with the U.S. average of 78.9 points. The following key points underline the urgent need to move forward with state plans for school improvement and reform:

- 27.8 percent of 4th grade public school students were "proficient" on NAEP (**31.7% U.S. avg.**);
- 18.5 percent of 8th grade public school students were "proficient" on NAEP (**31.0% U.S. avg.**); and
- 72.8 percent of public high school students graduated with a diploma.

The West Virginia Department of Education (WVDE) through its Global21 initiative seeks to address student achievement and produce a globally competitive workforce through rigorous content, learning skills and technology tools. In response to unimpressive National Assessment

of Educational Progress (NAEP) scores the West Virginia State Board of Education (WVBE) and State Superintendent of Schools Steven L. Paine directed WVDE to conduct a massive revision of standards. West Virginia is at the forefront of the national standards movement and has begun a student success initiative to keep students in school. School improvement is founded on a fully-developed balanced assessment system, including formative, benchmark and state achievement data, and continuous monitoring and adjusting of instruction to ensure student progress toward Content Standards and Objectives.

The West Virginia Department of Education has a plan to increase P-12 student achievement beginning with the classroom and school and leading to higher educational attainment. To support the success of this plan, professional learning communities of teachers and administrators will need classroom and student-level data to drive instruction and research-based interventions. The West Virginia Education Information System, an online, interactive, transactional management information system for all P-12 schools and districts is the backbone of the statewide longitudinal data system. With the State Longitudinal Data System (SLDS) grant, West Virginia is poised to provide robust longitudinal data for student achievement and school improvement—from pre-Kindergarten through entry into the workforce. Not only will West Virginia meet all the required elements of a longitudinal data system within three years, but also it will achieve important strategic goals with respect to educational attainment and workforce development.

Needs and project outcomes are twofold: 1) West Virginia needs to make the connection between the P-12 and the postsecondary longitudinal data systems to track progress and foster continuous improvement, and 2) the state needs to enhance existing data system capabilities to support student achievement, school improvement and professional development of educators. With the SLDS grant, the needed longitudinal data system capabilities will be completed and existing functions will be enhanced to more easily accommodate educators' and researchers' data needs. The state will be able to examine student preparation for postsecondary education and the workforce and exchange data among agencies. Data quality will be enhanced, and the system will easily generate data for continuous improvement and decision-making with relevant data reports, displays of current and trend data by student, class and school and analytical tools.

Information in the longitudinal data system will follow students from early childhood education through their post-secondary education and into the workforce, which for some will be back to school as an educator. An enhanced teacher preparation, professional development and evaluation data system will facilitate teacher quality initiatives. Using postsecondary outcomes linked to P-12 education to evaluate effective programs from P-12 through postsecondary education and to identify conditions for success will inform decision makers working to improve schools and student achievement at all levels. The SLDS will meet the strong need to provide robust information, rigorous research and real-time student data to inform educational policy making and instructional decision making across P-20 to identify programs that work to keep students in school, successfully complete postsecondary education and obtain employment.

Description of the West Virginia System

The West Virginia Education Information System (WVEIS) P-12 system was deployed in 1991 by an act of the legislature under WV Code §18-2-26f, which requires all public schools and

districts to maintain all records of operations on the system, including student, employee and financial information. Ongoing operation of WVEIS is supported by an annual legislative appropriation. All schools and districts use West Virginia's online transactional management information system for daily operations from enrolling students and marking attendance to writing the teacher paycheck. A unique statewide student identifier implemented in 2004 facilitates movement of records and tracking of students across districts as well as creating longitudinal student data. Records include all P-12 public school students in schools operated by districts, state operated institutions, correctional facilities and collaborative pre-school programs. Student records encompass all student information, including student demographics, enrollment, assessment, special education, English language learners, discipline, attendance, transfer and exit (dropout and graduation), a student level college readiness score, student level transcript with course information and grades.

The system as it exists today has all of the America COMPETES required longitudinal data system elements, except two involving the connection to postsecondary education. Additionally, some existing elements need expansion and enhancement to meet current expectations and demands. The system is online and interactive, providing a real-time look at all records with prebuilt tools for report writing and analysis, primarily used by administrators and secretarial staff. During the past two years, access has broadened to include teachers who are connected through the scheduling module to their students. As schools have begun to bring teachers online, they have gained access to assessment scores, attendance, discipline, and grades. For students with exceptionalities, an Individualized Education Program (IEP) module was initiated in September 2009. The system is used for school and district administration of student, employee and financial functions and provides data for Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) accountability and all federal and state reporting including EDFacts, Civil Rights and American Recovery and Reinvestment Act (ARRA). Audit and validation systems are included, but need revision to meet all reporting requirements.

The higher education data system has collected data for many years through a variety of software packages used by colleges and universities. Data from 1998 forward are maintained. The Higher Education Policy Commission (HEPC) and the Community and Technical College System collect all public higher education institutional records needed for reporting and analyzing program improvement and needs. HEPC maintains individual student records and uses the Social Security number as the student identifier. Data elements include enrollment, student demographics, courses and credits earned grade point average, graduation and personnel data. In addition, higher education data contain information about personnel, including teaching staff.

The WVDE provides universal pre-K services beginning at age four and services for preschool children with disabilities ages 3 through 5 under the Individuals with Disabilities Education Act (IDEA). The Department of Health and Human Resources is the lead agency for IDEA, Part C early childhood services for children. WV Birth to Three (WVBTT) maintains records on children receiving services through their programs. Eligibility for services includes children with established conditions, identified with developmental delay and at-risk children. The WVBTT data base includes data for children who were referred but determined not eligible for Part C services.

The Department of Labor's Workforce Division collects wage records from employers monthly. Wage records are maintained by individual employee based on the employee's Social Security number. Data on employment provides information about places of work and wages earned for employers participating in the West Virginia Unemployment Compensation system.

Status and Needs - West Virginia's Implementation of SLDS Key Capabilities and Elements

WVEIS has many of the required capabilities and key elements of a SLDS, however, updating and expansion is required at all levels to bring data from the various agencies together in line with demands of 21st century P-20 data system and to make it accessible and functional for use by all decision makers including administrators, teachers and parents for increasing student achievement and for school improvement. SLDS funds will focus and accelerate completion of data system outcomes and position the state to sustain the fully developed data system.

In the following sections, key SLDS capabilities and American COMPETES elements have been grouped as they relate to the major needs and goals of this grant, and the status and needs of the state's data system are outlined relative to each. All capabilities and elements are included, although not in numerical order. A complete chart displaying in numerical order the status of each of seven key capabilities and twelve America COMPETES essential elements and resources being used for design and development is found in Appendix C.

Need for a P-20 Data System

For the last two years WV has struggled to make a connection between high school students and higher education records that would serve the needs of both agencies and ultimately address program needs at both levels. West Virginia does not have a P-20 data warehouse to combine P-12, higher education and workforce longitudinal student data. Because the P-12 to post secondary linkage has not been created, data to inform overall education policy and practice are not readily available to policy makers, researchers and educators. The table below displays the need to develop P-20 key capabilities and essential elements.

P-20 Data System Status and Needs		
Capability 1 - Enable the state to examine student progress and outcomes over time, including preparation to meet demands of postsecondary education, workforce and Armed Forces		
Capability 2 - Facilitate and enable exchange of data among agencies and institutions within the state and between states; interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various types of data		
Element	Status	Need
Element 1 - Unique statewide student identifier that does not permit a student to be individually identified by users	<i>Completed for P-12.</i> WV Education Information System (WVEIS), the P-12 has longitudinal data student data. Statewide unique student identifier implemented in 2004 connects individual student state assessment data	Connection between P-12 and higher education system through data warehouse using a unique identifier must be established to enable tracking of student progress after exiting P-12 system.
Element 3 - Student-	to school, district, demographics,	Connection of children served

<p>level information exit, transfer in, transfer out, drop out, or complete P-16.</p> <p>Element 4 - Capacity to communicate with higher education systems.</p>	<p>transfer, dropout, graduation, attendance. Data are provided to schools/districts in P-12 system. Higher education uses Social Security number as the student number.</p> <p>Higher Education Policy Commission (HEPC) maintains data for all institutions of higher education (IHEs) including state colleges and universities, private institutions and community colleges. HEPC data elements include enrollment student demographics, courses and credits earned grade point average, graduation and personnel data. Records for identified and at-risk Birth to Three students are maintained by Department of Health and Human Resources.</p>	<p>by IDEA, Part C WV Birth to Three to WVEIS for tracking and federal reporting of transition to public school and evaluation of student outcomes is needed. SLDS grant will establish this connection.</p> <p>P-20 longitudinal data are needed to promote the Governor's strategic goals of economic development, efficient use of resources to ensure student access and success and research/evaluation to improve educational quality and benefit and for WVDE and district school improvement initiatives.</p> <p>Initial development of the P-20 longitudinal data system is supported by Governor's SFSF funds. SLDS grant will fund completion and full deployment of the system.</p>
<p>Element 9 - Student-level transcript information, including information on courses completed and grades earned</p>	<p><i>Completed</i> WVEIS creates student transcripts meeting Postsecondary Electronic Standards Council (PESC) standards and provides transcripts to IHEs through the National Transcript Center.</p>	
<p>Element 10 - Student-level college readiness test scores</p>	<p><i>Completed for P-12.</i> Connection to postsecondary system not established.</p>	<p>Validity of newly developed WV college readiness scores and traditional college readiness scores (ACT) for predicting student postsecondary success needs to be examined but this is precluded by lack of P-20 data warehouse.</p>
<p>Element 11 - Data regarding extent to which students transition successfully from secondary</p>	<p><i>Not completed.</i> HEPC maintains course data, including whether a course is remedial, and term-by-term performance and enrollment characteristics.</p>	<p>P-12 system needs to examine precursors to need for remedial courses, but current system does not allow student transition and enrollment to be</p>

school to postsecondary education, including whether students enroll in remedial coursework.	Connection between P-12 and postsecondary has not been established.	examined after students exit P-12 system.
Element 12 - Data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education	WVEIS maintains P-12 data including courses taken, school, teacher, and other exit, transfer and attendance data. HEPC maintains postsecondary course completion, graduation and enrollment and course-level information.	Factors of P-12 preparation and contributing subsequent success in postsecondary education need to be researched. School accountability needs to include preparation and success of students. Current lack of P-20 longitudinal data prevents research, evaluation and accountability.

During the legislative session in the spring of 2009, an enabling law was passed to give permission, within FERPA, to create a P-20 longitudinal shared information system. Armed with that law, the two agencies began exploration as to how best to match and then de-identify records to be shared. A third party, WV Network (WVNET) was selected for this matching process and warehouse creation function. Originally no funding was available to start the process of creating a functioning P-20 system. Because Governor Joe Manchin, III is committed to the creation of the P-20 data system, he set aside State Fiscal Stabilization Funds (SFSF) for the initial creation of the P-20 system beginning in the fall of 2009 and will support development through summer 2011. This commitment also has brought Workforce Development to the table for integration into the system.

A Memorandum of Understanding (MOU) for the Initial Data Sharing Compact has been signed by the WV State Board of Education, the Higher Education Policy Commission, the Community and Technical College System and WVNET. Workforce Development is engaged as a collaborator. Support from the SLDS grant is needed to complete and fully deploy the P-20 system with SLDS funding beginning fall 2011 through 2013. Data from Military Affairs, DHHR and Department of Corrections are planned for inclusion in the P-20 system in Year 3 of this grant application.

Inclusion of WV Birth to Three data in the P-20 system is needed to efficiently transition eligible students into public schools at age three and to evaluate outcomes of early childhood services. IDEA requires child find, that is, identification of children who may need preschool special education services and seamless transition of children served in the Part C program when they turn three years old. Transition requires referral and evaluation for the preschool age three program and development and implementation of an IEP by the third birthday for eligible children. Parent notification, evaluation and IEP implementation must be monitored and

reported for IDEA compliance. Currently, referral and transition information is collected on paper, and tracking of students requires hours of staff time to compile and verify. Providing a student identifier to link Birth to Three students into the P-12 system, and ultimately the P-20 system, is needed to meet compliance and reporting requirements and to complete the birth through workforce data system for policy makers.

Teacher-Student Data and Teacher Preparation

The scheduling model within WVEIS requires all schools to maintain student schedules with uniform course codes attached to the school master schedule and teacher ID. Through this connection, teachers are now being given access to their students' information, including parental contact, emergency information, attendance, discipline, grades, transcript, state assessment data and IEPs. Additional capabilities and elements related to teacher data are displayed in the table below.

Teacher Data Connections Status and Needs		
Capability 3 - Link student data with teachers including matching with teachers responsible for providing instruction in various subjects		
Element	Status	Need
Element 8 - A teacher identifier system with ability to match teachers to students	<p><i>Completed for P-12.</i></p> <p>Unique employee ID implemented in 2004 facilitates linkage of students to teachers through course schedule data without compromising SSN security.</p> <p>Scheduling module within WVEIS requires all schools to enter student schedules attached to the teacher.</p> <p>Match between teacher, subject and students provides data for determining whether teachers are highly qualified under ESEA and IDEA for their assigned subjects and students.</p> <p>Scheduling data provide the basis for granting individual teacher access to individual student records online including statewide assessments, IEPs and Acuity (benchmarking/formative assessment system).</p>	<p>Because P-20 connection has not been established, it currently is not possible to link student postsecondary and workforce outcomes to particular P-12 schools, subjects taken, previous state assessment results or teachers. Enhancement needed to facilitate use of teacher-student data.</p> <p>Enhanced teacher access to student information, including student performance profiles and early warning alerts of student risk factors are needed to facilitate timely intervention. Continuous improvement data connected to the teacher will facilitate professional development and evaluation of targeted initiatives.</p>

Capability 4 - Enable matching of teachers with information about their certification and teacher preparation programs, including IHE		
Element	Status	Need
	<p><i>Completed at SEA.</i></p> <p>WVDE has an online teacher licensing system, which evaluates applications and credentials for granting licensure. Data include teacher preparation institution, transcript, areas of certification/endorsement, and assignment level and are available through a Web site.</p>	<p>Data link between WVDE licensure information and WVEIS is needed for LEA direct access and connection to other records.</p> <p>Beyond pre-service teacher preparation information, individual educator (teachers, principals, superintendents) evaluation and professional development information is needed in the employee management component. Supervisors and employees need to capture professional development activities and accomplishments including postsecondary courses, professional development activities contributing to additional endorsement or salary classifications and employee evaluations.</p>

Teacher and administrator certification and professional preparation information is available within WVDE. A licensing system developed by WVDE evaluates application and credentials for granting teacher and other certification. Resulting certification and endorsement data are linked by WVDE to teacher schedule information from WVEIS to determine the classes for which teachers are highly qualified for accountability purposes. However, certification and professional preparation information is not electronically transferred or linked to WVEIS at the district level, causing redundant entry into a system that has electronic links already established. Linkage between WVDE and the WVEIS employee system is needed for electronic transfer of teacher and administrator information.

State policy establishes a required teacher evaluation system; however, a uniform system to record and maintain employee evaluation information and professional development activities has not been developed. A redesign of the WVEIS personnel module will facilitate tracking of teacher evaluation and professional development, aligned with curricular standards. This data will support teacher quality development and provide data for research and program evaluation. The intersection of teacher and administrator preparation, professional development and student

growth is a rich source of data to inform P-12 school improvement, higher education preparation program improvement, and ultimately, to improve student outcomes.

Needed Data System for Continuous Improvement

Continuous Improvement and Student-Level Data Status and Needs		
Capability 5 - Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers and school leaders on achievement of their students.		
Element	Status	Need
<p>Element 2 - Student-level enrollment, demographic and program participation information</p> <p>Element 3 - Student-level information exit, transfer in, transfer out, drop out, or complete P-16</p> <p>Element 6 - Yearly test records of individual students for assessments under section 1111(b) of ESEA</p> <p>Element 7 - Information on students not tested, by grade and subject</p>	<p>Completed within P-12 system and separately within the higher education system. WVEIS student information records include special education and English language learner information, student-level enrollment, demographic and program participation information, health information, Individualized Education Program for participating LEAs.</p> <p>WVEIS contains all records of a student's enrollment and a code for the reason for enrollment, transfer or dropout.</p> <p>All statewide assessment scores used for accountability are maintained in WVEIS longitudinally and accountability data are reported publicly.</p> <p>Records of student not tested are maintained and coded reasons are given for each missing test result.</p> <p>Data elements needed for decision-making are available within WVEIS, including assessment data carrying student identifier, program/course participation, teacher/student course schedules with unique educator ID; teacher qualifications and other relevant data elements such as demographics, transfer, discipline and attendance.</p>	<p>Data are not easily generated or analyzed to meet school improvement needs nor is individual student information accessible electronically to parents.</p> <p>Classroom, school and individual student views and reports providing teachers and administrators ready information for evaluating and predicting student and school progress are needed.</p> <p>Individual student data related to indicators of student achievement and predictors of future success needs to be displayed in a meaningful way for teachers.</p> <p>Factors related to dropping out of school need to be researched. An early warning system to alert educators to students at risk for dropout is needed to direct interventions to students who need them.</p> <p>Educators need an integrated assessment record including statewide assessments, college readiness, and benchmark / formative assessment information for individual students and readily accessible for teacher and</p>

	Teachers access state assessment data for their assigned students through the WVEIS individual student record system and the IEP where applicable.	administrator use. Parents and students need access to individual student achievement and progress data.
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The current longitudinal data system has student enrollment, demographic and program participation information, yearly state achievement test records and information on students not tested by grade and subject for the past six years. Although WVEIS provides multitudes of data for accountability and school improvement, one of the shortcomings of the statewide integrated system is there is a plethora of data and too few analytical tools with which to transform it into useful information. Clear, concise information for students, teachers and parents is vital to the state's student achievement and school improvement initiatives. Features for teacher use and new features to allow administrators to analyze the longitudinal data are needed.

Although accountability reporting generates an annual snapshot of student achievement at the school, district and state levels, it is of limited value for ongoing monitoring and adjusting instruction or for identifying individual students in need of assistance. Over the past two years, as new Web-based student information screens have come online, teachers have gained access to individual records for the students who are scheduled for their classes.

Limited time to use the data and inefficient systems have resulted in users drowning in data and needing a way to organize and understand what they are seeing. While the system provides state assessment data, it lacks the capability for teachers and administrators to enter local benchmark and formative data, which would provide a broader view of the student's continuous improvement. The state has purchased Acuity, a CTB/McGraw Hill product providing an item bank for benchmark tests and other teacher/school generated assessments based on state Content Standards and Objectives. Acuity and other local assessments need to be integrated into the individual student's record for teacher access and use. Teacher access to individual records is a first step, but classroom displays of achievement and other factors critical to student success are needed to provide ready access for continuous improvement.

Not only teachers, but the principal and superintendent need aggregated access to data to pinpoint highly effective schools and programs and to track student achievement of state standards and needs for school improvement. Readily available reports and displays plus analytical tools for creating custom reports will provide feedback to administrators evaluating the effectiveness of instructional interventions and targeting school improvement initiatives. Factors related to achievement, dropping out of school, college readiness and workforce success, as determined by state researchers, will be tracked through an early warning system to identify students who may need additional resources. These factors as well as the more general tracking of the acquisition of the content standards and objectives could provide educators actionable information to improve student achievement.

Need to Improve Data Quality for State and Federal Initiatives

Data Quality Systems Status and Needs		
Capability 6 - Ensure quality and integrity of data		
Element	Status	Need
Element 5 - State data audit system assessing data quality, validity and reliability	<p><i>Completed/needing revision</i></p> <p>WVEIS has established statewide standards and required codes for the following: student enrollment; demographics including race, disability, English language learners, economic disadvantage; exit, transfer including dropout, graduation and special education required exit data; course codes; disciplinary incidents and actions and provides standards and support information through the WVEIS web portal.</p> <p>Audits have been developed for data related to specific files/reports submitted by LEAs to the state for state and federal reporting purposes.</p> <p>WVEIS and WVDE program staff review submitted data for quality and work directly with LEA staff to correct errors prior to generating required reports.</p> <p>WVEIS staff at WVDE and located within each of the eight Regional Education Service Agencies (RESA) provide training and technical support to users, who historically have included administrators and their assistants.</p>	<p>Reporting procedures and programs and audits developed over the years need revision and documentation to meet new reporting requirements, such as ED Facts and accountability requirements and to ensure consistency across the new P-20 SLDS.</p> <p>Efficient local audit procedures generating easily understood messages and instructions for correction are needed to ensure data are corrected at the source and increase efficiency and accuracy of reporting to the state.</p> <p>Data stewardship and a culture of data quality needs to expand beyond WVEIS staff and the current limited pool of users to include all agencies, offices, school personnel and central office personnel supplying and using data related to their responsibilities.</p> <p>Expansion of users and capabilities creates a need for professional development including developing data stewardship and familiarizing users with enhancements.</p>

USED Reporting Requirements Status and Needs		
Capability 7 - Provide the state the ability to meet USED reporting requirements, especially reporting on progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements in ED Facts data collection and reporting system		
Element	Status	Need
	<p><i>Completed/needs revision</i></p> <p>WVEIS has all required elements of a longitudinal data system with the exception of the P-20 connection. As both a longitudinal and a transactional system, WVEIS has been able to meet ED Facts requirements to date and anticipates having access to data needed for SFSF reporting.</p>	<p>Expanded and revised reporting needs, higher data quality expectations and expanded uses users require more efficient and effective data audit and collection systems to ensure the state's capacity to fully implement ED Facts reporting and provide data for SFSF metrics.</p> <p>Need a redesigned data collection and audit system to establish audits at local level prior to submission and at state level to ensure data quality.</p> <p>Data display/analysis tools are needed within WVEIS and P-20 data warehouse will support federal reporting and enhance data use a school, district and state level.</p>

The capability to ensure quality and integrity of data for all purposes requires establishing a culture of data quality at all levels as the system is expanded from a limited user group to a broader constituency. Data quality has been addressed through standard codes, standards available on the WVEIS support Web site and through WVEIS regional coordinators providing technical assistance to users in the field. Audits and business rules have developed as the need arose, but tend to be fragmented rather than comprehensive. A minimum of rules and documentation served the system well when primary users were principals and secretaries, but expanded access requires a culture of data quality at all levels. Structures once sufficient to manage the system are at risk of being outpaced by increased demands. State and regional staff have met the challenge of generating required accountability data and reports, but have not had the capacity to build new structures and or provide the stakeholder involvement and professional development desired for needed changes. As the system moves from a record keeping and data collection system to a decision-making system with expanded access, data stewardship and the data collection and validation system need to change. This grant will provide essential funding for additional capacity to put these structures in place.

A comprehensive data collection and verification system, incorporating revised P-20 data definitions and business rules, is needed to provide quality data, which will be the foundation of the state's continuous improvement efforts. Quality data begins at the school and district level; however, audits currently available at the local level are limited and provide little direction to users regarding how to correct errors. Consequently, state data managers devote many hours to reviewing data submissions and personally contacting districts to correct student-level data. A comprehensive data collection and audit system will assist district staff in finding and correcting errors at the source, prior to submitting data to the state. Additionally, data validity and reliability will be assessed at the state level through year-to-year change comparisons and other audits. Without the resources of this grant, these needs will not be addressed.

As both a longitudinal and a transactional system, WVEIS has been able to meet EDFacts requirements to date and anticipates having access to data needed for SFSF reporting. However, expanded and revised reporting needs and higher data quality expectations than were in place when data collections were originally established require more efficient and effective data audit and collection systems to ensure the state continues to have the capacity to meet growing data demands for EDFacts and SFSF reporting. Updates reflecting new EDFacts federal reporting requirements and SFSF metrics will contribute quality data for federal policy makers as well as for state initiatives.

The SLDS goals of creating a comprehensive p-20 longitudinal data system to ensure accurate and easily accessed data for continuous improvement, to support reporting, analysis and informed decision –making at all levels of the educational system and resulting in highly effective educators and student achievement of rigorous content standards will be achieved in the next three years only with the infusion of resources provided by this grant. Our students need our best efforts now to attain high future educational outcomes and become productive members of a globally competitive workforce.

(b) Project Outcomes Related to System Requirements and Implementation

The outcomes of this project will address the needs for development, expansion and improvement by meeting four major goals: 1) establishing a P-20 longitudinal data system for birth through workforce to inform educational policy, practice and research; 2) improving data accuracy and integrity; 3) providing easily generated data for continuous school improvement and student achievement; and 4) connecting teacher preparation, certification, evaluation and professional development information for continuous improvement.

Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research.

SFSF Initiation of P-20 Data Warehouse. Through SFSF funds and the Initial Data Sharing Collaborative established in fall 2009 with technical assistance from the Data Quality Campaign, the Memorandum of Understanding (MOU) for a P-20 data warehouse was signed by the West Virginia State Board of Education, HEPC, West Virginia Community and Technical College System. A governing board will be established across agencies and a project director reporting to

WVDE and HEPC will be employed with SFSF funds and will be housed at West Virginia Network (WVNET), service provider for both agencies. WVEIS and HEPC will continue to implement their separate systems, and common data elements will be identified for inclusion in the P-20 data warehouse, which will be operated by WVNET. A working group of educators/researchers will inform development of the system, and a Management Team with representatives from all participating agencies and stakeholder groups will guide operations. Additional personnel will be provided to WVEIS and HEPC to assist in preparing files for the warehouse. A third party contractor will provide assistance in identifying and defining P-20 data elements, metadata and business rules for the data collection and analysis with input from all participating agencies and potential users, including educators, administrators and researchers. Software providing an algorithm for matching and de-identifying P-12 and postsecondary data to ensure confidentiality as required under the Family Educational Rights and Privacy Act (FERPA) will be acquired, and data files will be created. Initial design of the Web portal will be completed to provide data access to educators, researchers and the public.

SLDS Support for P-20 Data Warehouse. SFSF funds will be available a maximum of two years. Beginning no later than fall 2011, the second year of the SLDS project, SLDS funds will ensure completion and full deployment of all aspects of the P-20 data warehouse, including extending the features of the Web portal, providing predetermined reports and tools for custom reports and analysis, professional development and promotion of use to potential users at all level.

Outcomes:

- 1.1 Develop a Web portal for educational program evaluation and research based on individual student data gathered over time from entry into public school, through post-secondary and into the workplace. Posted on the site will be the data dictionary and business rules backing up the data to be accessed.
- 1.2 Purchase and implement a report writer product that will allow the end-user to create custom reports or download files for research purposes. (software acquisition)
- 1.3 Create a set of data displays that will answer frequently asked questions of educators, researchers and the public (created with purchased software and in-house creation.)
- 1.4 In years 2 and 3 of the project, Workforce, Military, Health and Human Services and Corrections will contribute data to the system.
- 1.5 Develop and disseminate professional development modules for users to promote effective data use for policy making and program improvement.
- 1.6 DHHR will upgrade record system to incorporate individual record for students referred to WV Birth to Three (IDEA Part C) that will carry the student unique student identifier generated by WVEIS and other demographics and program participation data.
- 1.7 Establish procedures for exchange of student data between Birth to Three programs to WV P-12 system as appropriate within FERPA requirements.
- 1.8 Design data collection and reporting process and business rules required for transition from IDEA Part C to Part B.
- 1.9 Design file specifications and reports and schedules for returning data for program evaluation and improvement and tracking of student outcomes to DHHR periodically after children transition to public schools.
- 1.10 Incorporate WVBTT data into P-20 data warehouse to track student outcomes through postsecondary

When the P-20 longitudinal data warehouse successfully links student data from birth through workforce, West Virginia will at last have all longitudinal data system key capabilities and required elements in place. Providing rich data and a robust system for access and analysis sets the stage for tackling long standing educational and workforce issues, such as the low rate of college attendance and completion and historically high rates of unemployment. Key factors promoting student postsecondary success and perpetuating failure specific to West Virginia communities and schools can be researched and addressed by policy and decision makers. As stakeholders in the P-20 warehouse, researchers and agencies will have ongoing input into data and reports they need to examine both student and community characteristics associated with success.

Connecting P-12 data to postsecondary outcomes data provides the vital missing link to truly evaluating the state's student achievement and school improvement initiatives. Through reporting remedial course taking and completion of higher education courses/programs to the high school from which the student graduated, P-12 school effectiveness in preparing students for college and workforce can be evaluated. Both P-12 and higher education can examine alignment of standards and courses and future impact on workforce outcomes. WVDE in 2008-2009 implemented rigorous content standards and a new statewide assessment including a college readiness measure to better prepare students for postsecondary outcomes. The higher education link will facilitate evaluation of these standards and assessments in relation to student success.

With teacher data from preparation programs and teacher evaluation of student performance the system will have come full circle in the P-20 linkage. WVDE sets the requirements for teacher preparation programs and evaluates the credentials of prospective new teachers when they exit higher education. While information connecting the teacher to the preparation program and course taken exists, P-20 student data will make it possible to evaluate teacher and student outcomes for teachers exiting the state's higher education programs and ultimately becoming teachers in West Virginia's schools. Evaluation of WVDE teacher preparation program requirements and IHE preparation programs related to teacher, student and school success will inform changes in both pre-service and in-service teacher and administrator development. Linkage to workforce records, Armed Forces and other state agencies to track outcomes for the many students who do not attend higher education also will inform improvement of public schools and career technical education.

WVBTT Connection to P-12 System

Providing a unique identifier to children receiving WV Birth to Three services under the IDEA, Part C that will follow them into the P-20 system will facilitate appropriate exchange of student information, within FERPA requirements, to ensure seamless transition from Part C to preschool when the child turns age three and to track compliance with this IDEA performance indicator for federal reporting.

Establishing a data exchange from WV Birth to Three programs, and other early childhood services and programs as needed, not only will solve federal reporting and compliance concerns, but will complete the birth through workforce data cycle. Outcomes for children entering public school programs can be tracked and evaluated as the students move through each stage of school

in order to inform policy decisions and program improvement. Outcomes such as whether the students eventually are identified with disabilities, achieve grade level content standards and ultimately transition successfully to postsecondary education and employment can be evaluated when students have one identification number as they come into the WVEIS system, which can be followed into the P-20 data warehouse.

Goal 2 - Improve data accuracy and integrity.

WVEIS is the student, personnel and financial data system for all schools and districts and is operated by state staff through the state and regional offices. Revision of the data collection and verification system, including data definitions, business rules and data audits for local users will promote school and district data stewardship and reduce dependence on state staff. By developing a culture of data quality, users from the point of data entry through ED Facts reporting will take responsibility for doing their part to ensure data are accurate and follow the prescribed standards, definitions and business rules developed with their input. Data definitions for birth through postsecondary, uniform business rules and procedures developed through this project, currently not well documented or widely available, will promote data accuracy and understanding of the meaning of data.

Outcomes

- 2.1 Establish data governance and stewardship structures and roles to foster a culture of data quality
- 2.2 Acquire software and support for the development of a data validation system to provide data for ED Facts and other state/federal reports.
- 2.3 Establish a data dictionary and business rules.
- 2.4 Align data definitions and standards across agencies to ensure consistency across P-20 system.
- 2.5 Redesign data collections implementing business rules for collecting and compiling data for ED Facts and other required reports.
- 2.6 Develop and disseminate online professional development resources.

More efficient data processing procedures and a comprehensive data audit system replacing the current system, which is fragmented and difficult for users to understand, will allow administrators to spend less time correcting data and more time analyzing results of school improvement initiatives and targeting interventions. Policy makers at the national level will receive reliable and valid data for decision making and evaluation of ESEA, IDEA and SFSF initiatives through ED Facts and other federal reports.

Professional development for all users--from data entry to policy makers--will give everyone a common understanding of the data as well as ownership of the data for which they are responsible. Local administrators using audits will learn the requirements and be better able to advise data entry personnel regarding appropriate use of codes. As users understand data definitions and common calculations, such as graduation rates, dropout rates and proficiency percentages, they will gain capacity to create their own reports to answer school and district school improvement questions efficiently, rather waiting for regional or state staff to create reports.

Goal 3 – Provide easily generated data for continuous school improvement and student achievement.

Engaging educators in using both real-time and longitudinal data for continuous school improvement and student achievement is the primary goal of the state longitudinal data system. Availability of grades, attendance, assessment results, and disciplinary actions provides rich data for teachers and principals to use in planning strategies to improve achievement, reduce dropout rates and increase graduation rates. Features developed through the SLDS will provide teachers and administrators instant views of student and classroom data and analysis of factors related to student success.

Outcomes

- 3.1 Complete an individual integrated assessment record including statewide assessments, college readiness, and benchmark/formative assessment information for individual students.
- 3.2 Create classroom, school and individual student data displays and reports, based on input from stakeholders, providing teachers and administrators ready information for evaluating and predicting student and school progress.
- 3.3 Create or purchase analytical and reporting tools for educators to generate custom reports for decision making, school improvement and student achievement.
- 3.4 Create professional development on line modules for using the tools available at the site.
- 3.5 Design and implement parent access.

The integrated student assessment record will give teachers access to all state assessment information and accommodate entry of local assessment, including benchmark and formative assessment and information on instructional and behavioral interventions. Data related to factors predictive of school success or failure, for example, factors related to dropping out of school, will be analyzed and an early warning system will alert the teacher to at-risk students. Potential early warning factors include attendance, disciplinary actions, retentions and student achievement. Evaluation of the factors and their predictive value will be ongoing. This robust assessment record as well as classroom views of students and alerts to teachers when students meet predefined criteria will give the teacher a set of tools with which to improve teaching and learning.

While predetermined displays and reports efficiently meet many school improvement data needs, professional learning communities within the school and district administrators sometimes need to analyze data for a specific school improvement initiative. The capability to design custom reports will ensure an administrator can access and manipulate the specific data needed, rather than searching through numerous currently available Web site displays, which may not answer the question at hand. SLDS will provide training for users to learn to interpret analysis provided and to develop their own reports.

Goal 4 – Connect teacher preparation, certification, evaluation and professional development information for continuous improvement.

Outcomes

- 4.1 Establish electronic transfer of teacher certification/ preparation information to LEAs through WVEIS to eliminate manual data entry and improve data quality and availability.
- 4.2 Establish individual educator (teachers, principals, superintendents) professional development module linked from within WVEIS and available to supervisors and the employee to capture professional development activities and accomplishments and personnel evaluation data.
- 4.3 Develop a management system for collection and display of educator evaluation factors that will comprise indicators of an effective teacher/administrator.

While pre-service teacher preparation information currently is available at WVDE, this project will create an electronic transfer of that information to the district. As system for recording both professional development participation and teacher evaluation information will enhance teacher quality initiatives. Capturing and maintaining this information will provide a foundation for making improvements in teacher and administrator preparation programs, increasing teacher and administrator effectiveness and examining the equitable distribution of qualified teachers and administrators. Additionally, the teacher –student data connection through the WVEIS scheduling module and P-20 connection to courses completed will bring student achievement, teacher preparation and course completion data together for answering important policy and program effectiveness questions vital to improving student outcomes.

(c) Timeline for Project Outcomes

Activity	Timeline	Persons Responsible
<i>Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research.</i>		
<i>P-20 System</i> <ol style="list-style-type: none"> 1. Initial Collaboration with the Governor’s office, Higher Education Policy Commission and Workforce to use the SFSF funds provided as seed money to create the P-20 warehouse of information. Presented a proposal for the use of the money and it was accepted. 2. Appoint a team for initial design and implementation of the P-20 system. SFSF support from Governor’s Office will be used to employ (shared by WVDE, HEPC and WVNET) 5 additional personnel to work on creation of the new P-20 data center with 	<p style="text-align: center;">Complete</p> <p style="text-align: center;">October through February 2010</p>	<p style="text-align: center;">Director WVDE and HEPC IS</p> <p style="text-align: center;">Nancy Walker and Rob Anderson</p>

<p>representatives from P-12 education, Higher Education Policy Commission and WVNET (data center). Create test files for matching prior year P-12 records with higher education records to determine the best matching algorithm.</p> <p>3. Establish P-20 Governance Board with the Governor making the appointments, which would include representatives of participating agencies plus other interested representatives from research/business/parent community. The purpose of the Board will be to develop policies and procedures for the operations and general direction of the P-20 system. The Board will have defined terms and will serve for that term. The Board will be responsible for ensuring continued funding for the P-20 system.</p> <p>4. Establish a Management Team of practitioners who will use the system for research and evaluation of educational programs for improvement. This group will be comprised of representatives from the following groups; teachers, education and government administrators, legislators, researchers, business leaders, parents and the community at large. This group will establish the scope of the warehouse contents and assist with the determination of the kinds of data that must be maintained in the system for answering specific and relevant questions about education. This group will be selected by HEPC and WVDE and will serve for one year.</p> <p>5. Begin the process of developing a comprehensive data dictionary for the P-20 repository. Establish the business rules guiding the inclusion or specific data elements. This document is a living document that is published at the portal site for users of the system. Work to complete this task will be done by a contracted firm with extensive experience working with states in the establishment of their P-20 systems.</p> <p>6. Load existing data bases with P-12 and post-secondary data. Load 8 years of basic transcript information data from both systems</p>	<p>Appoint in January and meet in February</p> <p>February 2010</p> <p>January 2009 and continuing</p> <p>March 2010</p>	<p>Jim Pitrolo, Governor's Office</p> <p>Nancy Walker and Rob Anderson</p> <p>Data Quality Manager</p> <p>Nancy Walker and Rob Anderson</p>
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<p>to the P-20 system to test the matching accuracy and provide an initial set of data for the warehouse.</p> <ol style="list-style-type: none"> 7. Data elements will include student, employee and finance data. Determine an initial set of elements for population in the P-20 system. This work continues over the three years of the grant as new agencies join the system and as new questions need to be answered. This work is accomplished through the contract established in item 5. 8. WVNET, WVDE and HEPC evaluation of system needs for hardware, software, bandwidth for initial rollout of the system. WVNET prepares RFP or RFQ for acquisition of the tools and services needed. This will include security evaluation and authorization software to control release of the data. 9. Determine schedule of uploading specific data elements and the time frame for which they are being loaded. Provide all data layouts and specific data standards to be used in producing the files. Schedules and layout changes will be updated as the need arises. 10. Develop the portal for public access to the P-20 data for running ad-hoc reports and queries, pre-programmed reports and downloading of data files for research. 11. Technical Term and Governing Board test the P-20 portal for ease of use and adequacy of available data elements and analytical tools. Make corrections to the system as needed. 12. Roll out public access along with brief on-line tutorial on how to use the system and what the report or query will show. Include data dictionary and business rules surrounding the data public on this site. 	<p>October – March 2010 (initial) June 2010-June 2012 (scheduled uploads)</p> <p>December – August 2010</p> <p>January –April 2010</p> <p>June 2010-June 2012</p> <p>June 2011-June 2012</p> <p>June 2012</p>	<p>Data Quality Manager and WVEIS Manager</p> <p>Director WVNET and Director P-20 System</p> <p>Managers from WVNET, HEPC and WVDE</p> <p>Directors WVNET and P-20</p> <p>Manager P-20 system</p> <p>Manager P-20 system</p>
<i>WV Birth to Three – P-12 Connection</i>		
<ol style="list-style-type: none"> 1. MOU for data exchange with DHHR (Legislative authorization for state agencies to share data is already in place 2. Collaborate with DHHR to design a direct connection of the WVEIS to the DHHR system for providing the WVEIS statewide identifier for each child enrolled in any of the DHHR Birth-To-Three programs. Select for specific 	<p>July 2010</p> <p>July-August 2010</p>	<p>WVEIS Manager</p> <p>WVEIS Manager</p>

<p>data elements to be exchanged between the two agencies and determine which of those elements will follow the child into the P-20 system.</p> <ol style="list-style-type: none"> 3. Issue a contract for development of software necessary to exchange Birth-to-Three enrollment records to establish a unique student identifier and then to return information about the child's entry into a public school. Document the operation of the system and data definitions with meta-data. 4. Validate operation of the system and pilot its operation. Make any necessary adjustments to the software. Document and train end users throughout the year. 5. Roll-out system to DHHR and WVEIS access 	<p>September 2010 – December 2010</p> <p>January 2011- March 2011</p> <p>May 2011</p>	<p>WVEIS Manager, P-20 Manager, DHHR Director BTT programs</p> <p>WVEIS Manager in conjunction with the BTT Director in DHHR</p> <p>WVEIS Manager</p>
<p><i>Goal 2 – Improve data accuracy and integrity.</i></p>		
<ol style="list-style-type: none"> 1. RFP to acquire software and support for the development of a data validation system, including an on-line collection and editing system, to provide accurate toe the P-20 warehouse and for EDFacts and other state/federal reporting. 2. Establish SEA management team consisting of WVEIS manager and persons responsible for each reporting area throughout the WVDE 3. Management Team reviews data dictionary and collection software ensuring business rules consistent with rules established for EDFacts reporting 4. Test and pilot software validation and collection with WVEIS County Contacts assistance 5. Complete documentation of processes used for validation and operations of the new system 6. Develop training resources to teach users at all levels of the system to successfully use the system 7. Fully implement system, including face-to-face training of WVEIS County Contacts who will then share the training with their district end-users. 	<p>June 2010– January 2011</p> <p>June 2010</p> <p>May 2011</p> <p>August 2011-June 2012</p> <p>August 2011-June 2012</p> <p>August 2012 July 2011 –</p> <p>August 2012</p>	<p>Manager Data Quality</p> <p>Manager Data Quality</p> <p>Manager Data Quality</p> <p>Manager Data Quality</p> <p>Manager Data Quality</p> <p>Manager Data Quality</p> <p>Manager Data Quality</p>
<p><i>Goal 3 – Provide easily generated data for continuous school improvement and student achievement.</i></p>		
<ol style="list-style-type: none"> 1. Contract, use existing programming 	<p>August –</p>	<p>WVEIS Manager</p>

