

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 # R384A100015**

Closing Date: DEC 04, 2009

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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: 12/2/2009	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Wisconsin Department of Public Instruction		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 396006487	* c. Organizational DUNS: 809611254	
d. Address:		
* Street1:	125 S. Webster St.	
Street2:		
* City:	Madison	
County:	Dane	
State:	WI	
Province:		
* Country:	USA	
* Zip / Postal Code:	53707	
e. Organizational Unit:		
Department Name: Wisconsin Department of Public Instruction	Division Name: Libraries, Technology & Community Learning	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Mr.	* First Name: Richard
Middle Name:		

* Last Name: Grobschmidt

Suffix:

Title: Assistant State Superintendent Division for Libraries, Technology, and Community Learning

Organizational Affiliation:

Wisconsin Department of Public Instruction

* Telephone
Number:

(608)266-2205

Fax Number:

* Email: RICHARD.GROBSCHMIDT@DPI.WI.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-Grants-072909-001

Title:

Statewide Longitudinal Data System Recovery Act Grants

13. Competition Identification Number:

84-384A 2009-1

Title:

Statewide Longitudinal Data System Recovery Act Grants

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

State of Wisconsin

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

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: State of Wisconsin

* b. Program/Project: State of Wisconsin

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: 7/1/2013

18. Estimated Funding (\$):

a. Federal	\$ 13809040
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 13809040

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

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

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

c. Program is not covered by E.O. 12372.

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Michael

Middle Name:

* Last Name: Thompson

Suffix:

Title: Deputy State Superintendent of Public Instruction

* Telephone Number: (608)266-3584 Fax Number:

* Email: MICHAEL.THOMPSON@DPI.WI.GOV

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Wisconsin Department of Public I...

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	\$ 940,378	\$ 1,458,065	\$ 1,574,011	\$ 0	\$ 0	\$ 3,972,454
2. Fringe Benefits	\$ 390,250	\$ 605,086	\$ 653,202	\$ 0	\$ 0	\$ 1,648,538
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
4. Equipment	\$ 649,000	\$ 160,000	\$ 160,000	\$ 0	\$ 0	\$ 969,000
5. Supplies	\$ 226,229	\$ 352,253	\$ 381,533	\$ 0	\$ 0	\$ 960,015
6. Contractual	\$ 1,957,380	\$ 1,984,440	\$ 1,859,380	\$ 0	\$ 0	\$ 5,801,200
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,168,237	\$ 4,564,844	\$ 4,633,126	\$ 0	\$ 0	\$ 13,366,207
10. Indirect Costs*	\$ 102,492	\$ 156,580	\$ 168,761	\$ 0	\$ 0	\$ 427,833
11. Training Stipends	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
12. Total Costs (lines 9-11)	\$ 4,275,729	\$ 4,726,424	\$ 4,806,887	\$ 0	\$ 0	\$ 13,809,040

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 6.3%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Wisconsin Department of Public I...

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: Michael Thompson

Title: Deputy State Superintendent

Date Submitted: 12/02/2009

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: Michael Thompson Title: Deputy State Superintendent Applicant: Wisconsin Department of Public Instruction Date: 12/02/2009	
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

Wisconsin Department of Public Instruction

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr First Name: Michael Middle Name:
Last Name: Thompson Suffix:
Title: Deputy State Superintendent

Signature: _____ Date: 12/02/2009

ED 80-0013

03/04

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **WI-Abstract-ARRA SLDS** Pages: **1** Uploaded File: **H:\LONGTERM\LDS I\LDS III Grant\FINAL DOCUMENTS & ATTACHMENTS\FINAL SUBMISSION\WI-Abstract-ARRA SLDS.pdf**

SECTION A: WISCONSIN SLDS PROJECT—ABSTRACT

(1) Project Title

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System.

(2) Project Description

The Wisconsin Department of Public Instruction (DPI) and key partners view the American Recovery and Reinvestment Act (ARRA) state longitudinal data system (SLDS) grant as an opportunity to expand beyond our currently planned PK-16 data system capacity. The proposed grant will enable the implementation of additional capabilities to promote a more robust and sustainable PK-16 data system with greater interoperability among education institutions and other state agencies. While enriching current post-secondary alignment efforts, DPI proposes to incorporate teacher licensure data into the SLDS and study early childhood data collections. Specifically, the proposed upgrades focus on three objectives:

I. Advanced Postsecondary Infrastructure: Leverage momentum to accelerate data sharing and interoperability among state education agencies

To fully capitalize on the investment of federal and state resources to develop a strong LDS, DPI and its key partners, the University of Wisconsin System (UW System), the Wisconsin Technical College System (WTCS), and the Wisconsin Association of Independent Colleges and Universities (WAICU) will transition from patchwork data sharing to an interoperable data system that safely and efficiently enables more informative research.

II. Great Teachers and Leaders: Transition to a web-based, integrated teacher licensing and data management system, improving data accessibility and quality.

As greater emphasis is placed on teacher quality, training, and professional development data, the limitations of Wisconsin's aging teacher licensing and certification system have become increasingly apparent. Creating an SLDS integrated educator licensing system is essential to capture data elements that will enable meaningful analysis to drive improvement of classroom instruction and teacher education. This online program will greatly improve data exchange and accessibility for education institutions, partner agencies, and educators.

III. Early childhood longitudinal research: Develop a high quality data plan around early childhood educational programs.

Research demonstrates the profound impact that early childhood interventions can have on student development and achievement. Like many states, Wisconsin targets crucial resources toward early intervention programs. However, since a comprehensive early childhood data system does not exist, and individual programs are not linked with the SLDS, meaningful program evaluation and cost-benefit analysis remains beyond our grasp. We intend to complete a feasibility study to evaluate current early childhood education data collections and create a plan for eventual data sharing between DPI and partner agencies.

(3) Expected Outcomes: The main goal of our SLDS efforts is development of an interoperable system that supports data exchanges as well as ad hoc research requests. This system will follow students as they transition from early childhood programs through K-12 schools, and on from K-12 to post-secondary institutions. This data stream will enable stakeholders to complete meaningful research that will ultimately inform and improve the education our state provides.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **WI-Project Narrative-ARRA SLDS** Pages: **30** Uploaded File: **H:\LONGTERMLDS IILDS III Grant\FINAL DOCUMENTS & ATTACHMENTS\FINAL SUBMISSION\WI-Project Narrative-ARRA SLDS.pdf**

1. Need for Project: Overview

Wisconsin has taken full advantage of federal advocacy and fiscal support for Longitudinal Data Systems (LDS) over the past four years. The state is poised to take dramatic positive steps towards a more comprehensive, informative, and efficient LDS.

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward A Meaningful Longitudinal Data System is a proposal that will enable our LDS to better meet the objectives of State Superintendent Tony Evers's goal that Wisconsin provide a quality education for every student, with every child a graduate prepared for further education and the workforce. We are committed to closing the achievement gap, preparing students to be innovative and productive members of the 21st century workforce, and successful participants in higher education. Specifically, we aim to:

- Accelerate postsecondary alignment through the distribution of sub grants to our partner institutions;
- Develop important new online licensure tools to gather meaningful information about educators, the institutions they attend, and workforce trends in education; and
- Forge new paths within the state by completing a feasibility analysis of including early childhood education program information in our LDS.

Our progress to date has been impressive. The foundation of our longitudinal data warehouse is fully functional, and we are piloting a new reporting and analysis tool, which will be widely available in January of 2010. Additionally, we are working to create consensus around common data elements with our postsecondary partners that will enable new research opportunities and program evaluations using longitudinal data. Wisconsin is confident the agenda items presented in this grant will propel our state further towards an LDS that includes easily accessed, high quality data used to inform instruction and improve education in general.

President Obama's recent visit to Wisconsin to discuss education was a testament to the hard work in our state, not only to pull out all stops to produce genuine change in how we educate our students, but also to develop a concrete plan to improve the quality and accessibility of the data we collect to inform that change. As President Obama said, states that are "committed to real change in the way they educate their children," and are "willing to hold themselves accountable...we'll offer you a big grant to help you make that plan a reality." The President went on to say, "In states like...Wisconsin, you're seeing steps taken...so we can have a clear look at how well our children are learning and what can be done to help them learn better."¹

The Wisconsin Department of Public Instruction (DPI) is dedicated to leveraging current momentum—as evidenced by President Obama's recent visit as well as state legislative action to adjust state laws in accordance with Race to the Top requirements—to accelerate progress towards an LDS that will help us better understand the characteristics both of high quality teachers and students prepared to succeed in higher education. Such a data system must include

¹ Obama, Barack. Speech at Wright Middle School. Madison, Wisconsin, November 4, 2009.

information about our educators and the institutions in which they were trained, must link students with their teachers, and it must provide information about graduates of our public high schools that continue in higher education.

President Obama's visit to Wisconsin coincided with a period of dramatic legislative action to align our state laws with the priorities of Race to the Top and place us in a position to greatly improve the service we provide the students and families of our state. The legislature recently passed laws that will greatly change:

- How data are exchanged among DPI and institutions of higher education;
- What information can be collected about educators, and in what ways that information can be used; and
- The ability for DPI to create authentic and lasting change in school districts.

Specifically, the legislation—called by Governor Doyle a “critical step [to] move Wisconsin forward”—repeals a ban on allowing student test results to be used as part of teacher evaluation, authorizes DPI and institutions of higher education in the state to study each other's education programs, and requires the establishment of an LDS to collect and manage our student data. (Please see Appendix A for copies of the Acts referenced above.)

The result of four years of diligent work by DPI is apparent both in our technological capacities to maintain a quality, secure LDS as well as our broad stakeholder support for more comprehensive data exchange. Stakeholders in Wisconsin understand the importance of expanding our LDS to include information about our public school educators—including data from teacher preparation programs—and about our students' transitions to higher education. Additionally, state agency partners, such as the Wisconsin Department of Children and Families, are fully supportive of our efforts to expand our LDS and look forward to assisting with an exploration of early childhood education data possibilities.

This Grant Supplements Current Momentum

DPI currently has the infrastructure, support, and momentum to continue work towards goals aligned with our previous and current SLDS grants:

- The release and continued support of our first secure access reporting and analysis tool;
- The development of a comprehensive Data Dictionary to supplement our LDS and data reporting efforts;
- The creation of a course completion collection to be added into our longitudinal data warehouse;
- The integration of our Vocational Education Enrollment Reporting System (VEERS) data into the LDS;
- The harnessing of the information in our longitudinal collection, including the data from VEERS and our course completion collection, to design innovative and meaningful public and private reports.

However, progress beyond current efforts to add internal datasets into the LDS and develop interactive research and analysis tools to evaluate educational programs and interventions is not possible without additional fiscal support. In particular, valuable postsecondary connections will remain only minimally operative and time consuming if data standards and elements are not

aligned among DPI and postsecondary institutions. Additionally, though efforts to reorganize and revitalize our educator licensure system are widely supported and seen as an appropriate investment, a challenging fiscal reality in the state may leave the project stalled for years to come.

The agenda items we propose in this application represent a holistic approach to improving our data system. First, recognizing the pressing need to expand our LDS to include data beyond high school, we propose to include information about students in higher education. Second, in an effort to greatly improve the data we collect about educators—teachers and administrators—in our state, we propose to develop an integrated, online licensure system that will serve educators, districts, institutions of higher education, and a multitude of partner agencies in the state. Finally, to better understand the quality and impact of early childhood education programs, we intend to conduct an assessment and feasibility study of early childhood education data to include in our LDS.

The three agendas below supplement our current LDS work and compliment current efforts in the state. They also align with the requirements as stated in the Request for Applications (RFA)—that Wisconsin work to develop a system that includes postsecondary data, information about educators, and early childhood education data, all while leveraging partnerships to accelerate progress towards a meaningful and useful LDS.

1.1 Advancing Postsecondary Data Infrastructure: Leverage momentum to accelerate data sharing and interoperability among state education agencies

“And here is what we know: Over the course of a lifetime, those with a college degree -- and I want the young people here especially to listen to this -- over the course of a lifetime, those with a college degree earn over 60 percent more than those with only a high school diploma -- 60 percent more. Most of the fastest growing jobs require a bachelor's degree or more. This is what we were talking about earlier in the classroom. Four out of every 10 new jobs will require at least some advanced education or training within the next decade. So put simply, the right education is a prerequisite for success. There was a time when if you just got a high school education and you were willing to work hard, you could get a job in a trade or in the factory that paid a middle-class wage. And those days are declining. The currency of today's economy is knowledge.”

-- President Barack Obama,
Speech to Wright Middle School
Madison, WI, Nov. 4, 2009

Current Capacities

The Wisconsin Department of Public Instruction began its first major effort to create an integrated, student level data system in 2004. At that time, Wisconsin already had a public reporting web portal, the Wisconsin Information Network for Successful Schools (WINSS). Thus, early initiatives focused on streamlining data collection and integrating existing data systems into our LDS.

DPI's first step in developing our LDS was to assign a unique student number to every public school student in the state. This was accomplished using the Wisconsin Student Locator System (WSLS)—a web application that 1) assigns the unique Wisconsin Student Number (WSN) to each student entering a Wisconsin Public School, 2) ensures that WSNs follow students from school to school within the state, 3) updates our database with any changes in student status, and 4) automatically corrects errors in information such as birthdays or spellings. This application enabled DPI to launch the Individual Student Enrollment System (ISES), our first statewide student-level collection, in 2005. More specifically, ISES is a web-based system that includes state defined data standards, which enabled Wisconsin to begin collecting longitudinal student-level data. In 2006, Wisconsin received its first SLDS grant and proceeded to build a student-level data warehouse using data from WSLS, ISES, and other external sources, such as ACT results. When combined, these operational and decision support systems enabled Wisconsin to begin eliminating data silos, greatly enhancing the quality and accuracy of our public and federal reporting, as well as our analytic program evaluation. Additionally, the LDS system reduced DPI's internal cost of meeting federally mandated reporting, while greatly improving the accuracy of data publicly available through WINSS.

Throughout this process, DPI has collaborated with postsecondary institutions, research organizations, state agencies and public officials to conduct timely and relevant research. In particular, key policy questions have focused on the PK-20 pipeline, examining student preparedness for higher education and the workforce, college access and affordability, and teacher preparation programs. As a result, DPI has developed three postsecondary partnerships: the Wisconsin Technical College System (WTCS), the University of Wisconsin System (UW System), and the Wisconsin Association of Independent Colleges and Universities (WAICU). Together these organizations form the backbone of the state's PK-16 education efforts.

The challenges Wisconsin faces in sharing data across the PK-16 spectrum are not unique. While the state has the capacity to share data among education and other agencies, varying data standards and elements, as well as the absence of a common PK-16 student identifier, requires the use of matching software and workaround strategies to link student data across agencies. Unfortunately, while the acquisition of advanced matching software has generated an impressive match rate for individual projects, it is a time consuming process that must be conducted each time a data request is made. Consequently, Wisconsin has the capacity to exchange PK-16 data, but seeks to establish an interoperable data system that can seamlessly and reliably exchange data among partners.

However, the older and often incompatible data systems maintained by different agencies present implementation challenges that require the same kind of data alignment and systems upgrades DPI has undergone with local education agencies (LEAs) in order to enhance interoperability and data exchange. Notably, the numerous data systems within our postsecondary education systems and among the various college and university campuses were developed thirty to forty years ago. The various upgrades, patches, and redevelopments have left a patchwork information technology (IT) infrastructure across the state, and it is not surprising that the cutting edge technology developed almost four decades ago has created legacy challenges for statewide interoperability. Since these systems were constructed independently, they will require substantial programming and infrastructure upgrades to align standards and create efficient and reliable interoperability.

Finally, while postsecondary campuses and LEAs maintain full student records, the postsecondary systems and DPI only collect certain student data elements, which are not consistent among postsecondary education systems and DPI. Consequently, DPI and our partners are currently working to establish a common set of core data elements and formats that can be aligned across systems to ensure the accuracy of student records matching and exchange. These elements may include, among others, a statewide student identifier, name, and birth date.

Each partner in our PK-16 data system faces different challenges in achieving interoperability. In particular, each partner maintains different data elements and verifies data at different points in time. This diversity of practice and capacity guarantees a complicated, slow exchange of data with limited usefulness, unless system upgrades and data alignments are done.

As part of our current SLDS grant, DPI has convened a stakeholder group to gather information and build consensus around integrating postsecondary agencies and data into the LDS. Along with our primary postsecondary partners, we have established the following challenges in building an interoperable link that bridges the data collection among DPI and our postsecondary partners:

Department of Public Instruction (DPI): DPI has a K-12 unique student identifier (the Wisconsin Student Number) and currently uses matching software to link data collected from postsecondary institutions and state agencies. This process is staff intensive, time consuming, and does not support ongoing, seamless data exchange.

In order for DPI's K-12 statewide student identifier to be integrated with our postsecondary partners, certain data elements will have to be standardized. Additionally, DPI is prohibited from collecting social security numbers, a sensitive data element used for matching records among some state agencies.

DPI has a variety of student, teacher, and school finance data collections that take place throughout the year. However, the student data from a given school year is not fully audited until December of the following school year. This may generate some lag or additional data errors within the PK-16 system.

University of Wisconsin System (UW System): UW System has had a student-level database for over thirty years, and can track students among UW campuses. While UW System has a powerful data system and the capability to exchange data, its data elements and standards do not currently align with other data systems.

Currently, campuses submit student records to UW System on a semester basis. In general, records do not include first and last name, instead utilizing a campus student identifier along with assorted other data elements for internal tracking. Names are included only for financial aid recipients in order to meet federal reporting requirements. However, the absence of student names from many records will present a record matching challenge. Additionally, the UW System data standard for date of birth contains month and year only, which will likely have to be aligned or bridged to facilitate seamless data exchange among partners.

Finally, UW System is already engaged in a massive IT project to redevelop its personnel management system. Consequently, allocating staff and financial resources to implement PK-16 alignment upgrades will be challenging without additional funding.

Wisconsin Technical College System (WTCS): WTCS may have the most extensive data collection of any education system. However, while it amasses a wealth of information from all of its more than fifty institutions, the data system architecture is very old, not easily queried, and maintained by a solo programmer. Due to system architecture and limited staff resources, WTCS has a limited ability to add new data elements, or manipulate current elements, at present.

WTCS colleges submit data throughout the academic year. These student demographic records include student name, date of birth, sex, ethnicity, and district student ID, when available. The data system also collects course information by student. This collection includes course enrollment, completion and grade; and grant activity data which includes a record for every student who was served by a state or federal grant administered by WTCS.

While its existing data sets are sufficient to establish a common set of data elements, the primary challenge for WTCS in implementing the PK-16 upgrades will be the limited staff and technological capacity to incorporate the statewide unique student identifier and align data standards.

Wisconsin Association of Independent Colleges and Universities (WAICU): WAICU is currently piloting a centralized data system to collect information from three of its members. Following the pilot phase, the scope and scale could be expanded to incorporate data from additional WAICU members.

In the WAICU system, students will be tracked by an individual identifier combined with the campus's Integrated Postsecondary Education Data System (IPEDS) unit identifier (UnitID). The data to be collected are largely de-identified. For example, a record may contain the student identifier, date of birth, or age, but not the student's name.

The challenges WAICU faces in participating in an interoperable PK-16 system are (1) staff resources, and (2) incorporating the common data elements and data standards necessary for seamless data exchange.

In November, Governor Jim Doyle signed *2009 Wisconsin Act 59* into law. This Act authorized DPI, UW System, WTCS, and WAICU to study each other's education programs, required a written agreement concerning such studies and data sharing, and required the establishment of a PK-16 LDS of student data.

Staff from each of the four partner education systems immediately began developing an overarching PK-16 compact to implement the system. Additionally, staff members are negotiating a series of subsequent memoranda of understanding to delineate and define data governance, security requirements, research protocols, and any relevant costs. We expect the compact will be signed by the end of the year, and that subsequent agreements will be reached by the end of the first quarter of 2010.

Additionally, DPI's ongoing efforts to bring together a wide array of postsecondary and state agency partners around creating a more robust PK-20 longitudinal data system—one that includes information about students before and after their time in the K-12 system—have been well received. Our current SLDS grant has funded development and consensus building work around integrating postsecondary student data into our LDS, both through Wisconsin's postsecondary education systems as well as through the National Student Clearinghouse.

Capacities to be Developed

The more robust system envisioned by Wisconsin's PK-16 stakeholders would enable a seamless exchange of data among institutions, authorized under state law and governed by an interagency data compact. It would include:

1. A set of common, aligned data elements, including:
 - a common student identifier,
 - other agreed upon common data elements, and
 - aligned data standards
 2. An interoperable data exchange for research and reporting, which may include:
 - a system for secure file exchange,
 - protocols for authentication, user authorization, and FERPA compliance, and
 - capacity for ad hoc research requests and reporting capabilities
 3. Sub grants for implementation of systems upgrades and data alignments necessary for interoperability across the PK-16 data exchange to our postsecondary partners:
 - the University of Wisconsin System (UW System)
 - the Wisconsin Technical College System (WTCS), and
 - the Wisconsin Association of Independent Colleges and Universities (WAICU)
- 1. Establish a set of common, aligned data elements.** Efficient, seamless data exchange will require the three postsecondary partners and DPI to adopt and implement a common statewide student identifier, a set of common data elements, and a set of aligned data standards. The proposed common student identifier will be utilized in addition to other existing identifiers, and will be made available to other state agencies in order to facilitate broader data exchange when appropriate under federal and state law.

As noted previously, the three postsecondary partners and DPI currently collect different data elements used to identify and match student unit record information. Since Wisconsin proposes to establish a data exchange, rather than a single data warehouse, a set of common elements will have to be established in order to validate record matches among systems as well as maintain data integrity and accuracy. Additionally, each education system currently maintains different data standards, which will have to be aligned or bridged for the key common data elements established by the partners.

2. **Create an interoperable data exchange for research and reporting.** Once common data elements and standards have been established, a system for data requests, approval, and secure file exchange will be established in accordance with the governance policies and

- 3. Provide sub grants to our three postsecondary partners to upgrade their data infrastructure.** While our PK-16 data system efforts are underway, consensus building and planning will result in little institutional change without proper resources to enable our postsecondary partners to follow through on measures to create seamless interoperability and data exchange. In order to accelerate progress towards interoperability, DPI proposes to award sub grants to UW System, WTCS, and WAICU (postsecondary partners) for the development of structural capacity that will allow for interagency data sharing. DPI's current SLDS grant will support the systems upgrades or implementation work necessary to achieve seamless interoperability within our agency and the LDS.

Using Data to Support Improvement Efforts

Currently, Wisconsin uses data to support improvement, both in LEAs and statewide, through educational research, policy analysis, and program evaluation.

LEAs and student improvement: The capacity and quality of LEA data systems varies greatly across the state. While our districts meet federal and state reporting requirements, many smaller districts lack the technical infrastructure or staff expertise for sophisticated data analysis and collection.

To that end, DPI created the Wisconsin Information Network for Successful Schools (WINSS). This online reporting site provides publicly reported data on areas such as student achievement, school demographics, and attendance. However, this is an aggregate-level analysis tool, and therefore lacks the capacity for teachers and administrators to retrieve student-level performance data and analysis. Consequently, DPI plans to migrate all WINSS data into the LDS. Additionally, DPI has developed the Multi-Dimensional Analytic Tool (MDAT), which enables authorized users to examine individual student performance over time. Currently, data primarily travels from LEAs to DPI for reporting and analysis, though LEAs have some ability to download DPI data into their systems. Ultimately, DPI wants to develop more substantial two-way data sharing with LEAs; at present, local capacity varies too greatly for this to be effective.

Statewide education improvement: Wisconsin engages in a wide array of research partnerships on student improvement and educational strategies. For example, DPI has recently worked with the Value-Added Research Center at UW-Madison to study growth models, has facilitated a charter school study with La Follette School of Public Policy Professor John Witte, conducted research on the SAGE small class size program in K-3, and annually produces supply and demand reports on teacher employment.

Additionally, Wisconsin has a rich array of two-year community and technical colleges and is a national leader in awarding associates degrees. Furthermore, secondary, career, and technical

education programs are transforming courses to implement programs of study in high skill, high wage, and high demand career areas as well as career and technical education. To improve the transition to technical training and the workforce, DPI and Wisconsin school districts have worked with postsecondary partners on curricular alignment, credit transfer, and data exchange across the PK-16 system. The data collected through DPI's student level Vocational Education Enrollment Reporting System (VEERS), which will be integrated into the LDS under our current grant, is a rich complement to data on post-secondary readiness and course data—greatly informing student success in higher education and the workforce.

However, non-aligned data systems and complicated research agreements have often slowed down the study and improvement processes. As Wisconsin moves toward a more data-informed approach to education policy and school improvement, the state's recently enacted PK-16 data system legislation and proposed interoperability will greatly facilitate and expedite our research and analysis process.

1.2 Great Teachers & Leaders: Transition to a web-based, integrated teacher licensing system, greatly improving data quality and accessibility

DPI recognizes the need for readily available and reliable information about the educators in our state—where they received their degree and subsequent training, what type and category of license(s) they have, and for how long they have been teaching and where. We intend to create an online teacher licensure program which will result in greater data integrity, a more cohesive and reliable structure within current data collections, easier-to-access data, and valuable connections between DPI, institutions of higher education, our Cooperative Educational Service Agencies (CESAs, which serve as a service unit between the school district and the State Superintendent), and the 425 school districts in Wisconsin.

A comprehensive on-line licensure system will

- ✓ link agencies in the state, including LEAs, institutions of higher education, other state departments, and CESAs;
- ✓ expedite initial license application and renewal processes; and,
- ✓ store for more accurate and timely reporting—in our longitudinal data system—important data about educators, educator preparation programs, and licensure trends in the state.

Current Capacities

Wisconsin is proud of its educators, and strives to make certain that those educators are well-trained and receive appropriate support in the classroom. Driven by the beliefs that standards should guide what students know, and that greater accountability in a results-driven system improves student learning, the state has also taken steps to ensure that educators participate in career-long professional development. To address the needs to support educators—especially those new to the field—while requiring greater accountability, the State Superintendent appointed an Education Task Force in 1994. This task force was given a mission to study, develop, and propose a new system for preparing and licensing educators.

The result of the task force's work and recommendations was Wisconsin Administrative Code PI-34, or the Wisconsin Quality Educator Initiative. The Initiative, which was adopted in 2000, is built on the foundation of Wisconsin's Educator Standards. Simply put, the Quality Educator

Initiative put into place career-long professional development that includes a Professional Development Plan requirement for licensed initial educators. This Plan involves convening a team of trained educators to review, approve, provide support for, and verify completion of a new educator's professional development goals.

Charged with managing the requirements of PI-34, DPI's Teacher Education, Professional Development, and Licensing (TEPDL) Office is notably located in the Department's Division for Academic Excellence. The mission of this Office is:

- to serve and support the Wisconsin education community in meeting Wisconsin statutory and code requirements; and
- to ensure high quality educators and strong leadership in every school.

The Office does this by:

- aligning teacher education, professional development programs, and program approval and licensing to all components of Wisconsin's Quality Educator Initiative (PI-34);
- working to ensure that all Wisconsin educators are highly qualified licensed staff who have demonstrated the knowledge, skills, dispositions, and performances that substantiate competence in Wisconsin's standards;
- coordinating and providing leadership in the program approval process for all institutions of higher education in the state offering programs that prepare educators; and
- ensuring continued professional growth for educators using the licensing process for Initial, Professional, and Master Educators.

TEPDL serves an important function for the educators—teachers and administrators—of the state, as well as for LEAs, CESAs, and institutions of higher education.

As the primary regulator of PK-12 licensing in Wisconsin, TEPDL receives applications for over 35,000 license issuances or renewals each year, and currently manages licenses for over 225,000 educators. However, the state of TEPDL's licensure system is, by many standards, antiquated. DPI currently stores licensure data in a multitude of formats (including scanned documents), and data structures that are difficult to access, and even more difficult to manage. As a result, important analyses about teacher supply and demand, preparation programs, and quality remain beyond our reach. While current capabilities require a focus on process, our new system will allow for greater focus on information. The changes we propose will dramatically shift the methodology of TEPDL—and indeed, DPI—from a document-driven to a data-driven decision-making organization.

As it stands, the licensure process operates as efficiently as possible, given current capacity. Still, the system includes a labyrinth of steps. (TEPDL's Current Educator License Application Processing Flow is attached in Appendix A.) Staff must manually scan and input data into a variety of databases and image documents. A majority of the licensing staff's time is consumed with this data entry and paper handling. Time not consumed with data entry is often spent answering inquiries about either the current process or a specific application. Though TEPDL employees navigate the process well, many questions arise for educators attempting to apply for their initial license or renew existing licenses. Without doubt, the current process is confusing,

unwieldy, and slow. Additionally, DPI anticipates that the licensure workload will soon exceed staff resources, and budgetary concerns in the state portend challenges in hiring new positions.

TEPDL has already invested significant personnel time and fiscal resources in researching and initial planning of a potential online program. The team and its leadership are intensely dedicated to improving the system with which they work on a daily basis. They know that a better system, though convenient for staff in DPI, and certainly helpful for educators, will also input valuable information into our LDS that will allow DPI to better understand teacher training, supply, demand, and effectiveness, thereby enabling us to provide more focused support for our educators and the institutions that train them. They know that a better licensure system will ultimately improve education in Wisconsin.

Though the need for a new system to collect, store, and manage data about educators in Wisconsin is widely recognized within DPI and among key stakeholders in the State, previous efforts to update the system have repeatedly come to a formidable dead-end: lack of funds. In many ways, important pursuits such as improvements to our teacher licensure program have been sacrificed on the altar of equally vital efforts to develop the foundations of our LDS and accompanying reporting methods. Race to the Top has quickly focused and improved understanding of the value and importance of thoughtfully gathering information about our educators and the institutions in which they were trained. Given this greater collective awareness, and DPI's substantial work to develop our LDS, DPI is perfectly poised to utilize Federal funds to 1) improve an important service we provide for educators; 2) collect and better manage data about educators; and, 3) develop useful, innovative, and sustainable ways to use those data to better understand and address our successes and struggles in educating the youth of our state.

Using Data to Support Improvement Efforts

Reporting

In addition to responsibilities for educator licensure, TEPDL is a representative for the state superintendent regarding educator licensure standards for initial licensure and license renewal; regularly prepares reports for the education committees of the legislature; conducts approval reviews of Wisconsin educator preparation programs every five years; and prepares an annual report on the supply and demand of educational personnel. These efforts serve to inform the public and fulfill reporting requirements of the federal Individuals with Disabilities Education Act (IDEA).

We are certain that the data collection and assessment necessary for this work will be well served by an online licensure system with higher quality and more easily accessed data. Important policy questions about teacher distribution, the impact of teaching preparation initiatives such as PI-34, and the ability to identify quality educators are currently addressed through the above methods. However, better quality and more diverse data will surely provide a richer and more complete picture of education in Wisconsin. Specifically, a data system that can track students, link those students to their teachers, and link educators to their preparation programs will undoubtedly provide invaluable information to guide reform. Though we currently collect information about teachers, the complicated nature of the data collection, structures, and management processes makes taking full advantage of our data to create a robust picture of education in our state difficult.

Capacities to be Developed

Interoperability

Though the vision for TEPDL's integrated online licensure system is one of interoperability, the current outdated licensure process lacks the capacity to communicate efficiently with other state or district institutions, or even with other offices within DPI. We consider interoperable data sharing between the various institutions involved in the licensing process to be an integral part of our streamlined new system. This system will:

- Create web-based, customer-friendly license application and renewal processes for educators, including:
 - Paperless application/renewal procedures and status tracking
 - An online forum to track PI-34 requirements
 - Automated, electronic fee payment, transcripts, background checks, fingerprint results tracking, and professional development data submission
 - Reduced license application turnaround time
- Offer an automated platform for institutions of higher education to provide program participation and completion data to our LDS, resulting in:
 - Automated initial educator licensing
 - Automated educator supply data for DPI's annual report on Supply and Demand of Wisconsin Education Personnel
- Provide automated data exchanges and electronic communication with employing school districts and providers of professional development plan resources, including:
 - Emergency license requests
 - Auditing of school personnel
 - On-request reports from the educator license database
 - Searchable index of approved educator preparation programs
 - Automated educator demand data for DPI's annual Supply and Demand of Wisconsin Education Personnel Report

Ultimately, this system will be interoperable with LEAs, CESAs, Wisconsin institutions of higher education, and a variety of agencies in the state, including the Departments of Revenue (DOR), Justice (DOJ), Regulation and Licensing (DRL), Transportation (DOT), and Children and Families (DCF).

Data Quality

We propose to greatly improve the data quality of DPI collections managed by TEPDL. Under the current system, educator data—collected on paper—are manually entered in discrete collections and spreadsheets that, in addition to being difficult to access and manage, are also challenging to verify for data quality. Consolidating and cleansing these data sets, and ultimately storing them in our LDS, are important steps for our overall vision.

1.3 Early Childhood Data Strategy: Assessing early childhood data collection and capacity and developing a strategy for integration into the LDS.

A true longitudinal view of student progress must not only extend beyond high school; it must also include early childhood education programs. Stakeholders, including child advocates, Head Start staff, the Department of Children and Families and the Governor's Council on Early Childhood Education and Care, recognize the tremendous value in creating a data-driven view of student achievement that starts before kindergarten. Important policy questions about program participation, longitudinal outcomes for early childhood education program participants, and program characteristics remain unanswered as long as DPI is unable to identify, capture, and incorporate early childhood data elements into our LDS.

In an effort to carry forward the momentum created in our PK-20 stakeholder meetings, DPI proposes to conduct a feasibility study of early childhood education data sharing throughout the state. This important first step will include an internal inventory and assessment of paths to creating a continuous data flow starting with education programs before kindergarten.

This necessary expansion of our LDS to include early childhood data must begin with a careful evaluation of current data collections; it must consider data collection possibilities; and, it must evaluate and determine a best method to improve interoperability between early childhood education providers and the K-12 education system.

Current Capacities

Currently, DPI only collects early childhood data for a few specific program areas and interventions, including early childhood special education services. Both DPI and the Department of Children and Families coordinate and provide grants for early childhood programs and are deeply interested in expanding the LDS into the early childhood arena. However, there is little inter-agency understanding of the data collected relating to pre-K programs and less knowledge of data collected throughout the state by early childhood education providers.

Capacities to be Developed

Many important policy and research questions will get richer and more comprehensive answers with the addition of early childhood education data into our LDS. To that end, we must carefully assess not only our internal data collections, but also external data collections and sharing feasibility. We expect to evaluate current data collections from a variety of sources, including:

- 1. Wisconsin Head Start state supplement:** Wisconsin provides federal Head Start grantees with supplemental funding through the Wisconsin Head Start State Supplement. This program provides state funded slots to service additional children on the federal Head Start waiting lists. Currently, no data is collected at the state level for the children served by this program. As DPI explores the collection and alignment of this data, the first priority would be data from Head Start in schools or cooperative educational service agencies that receive

supplemental state funding. The second priority would be expanding to all additional Head Start grantees.

- 2. Individuals with Disabilities Education Act (IDEA) Part C:** Through a federal general supervision grant from the US Department of Education, Wisconsin's Department of Health Services (DHS) and DPI have just completed the implementation of a new data collection system that allow county programs to make electronic referrals for children transitioning into school district IDEA services. As DPI explores data alignment, one goal would be the extension of the DPI portion of this data system to allow alignment with the DPI individual student data.
- 3. Child care food program:** DPI currently has a shared data collection system with the Department of Children and Families related to the child care food program. While this system is primarily program data, it does involve specific child data related to monitor the weekly attendance of subsidized children versus the number of enrolled children claimed for CACFP reimbursement.

1.4 Need for Project: Summary

State Fiscal Stabilization Fund (SFSF) Requirements

The State Fiscal Stabilization Fund requires Wisconsin to comply with the seven capabilities and 12 elements outlined in the America COMPETES Act. Wisconsin currently has, at a minimum, a rudimentary capacity to meet all these requirements. However, our current State LDS (SLDS) grant, this new proposal, and our Race to the Top application seek to create a powerful LDS capable of efficiently and seamlessly exchanging data to support student improvement. To that end, this grant proposal addresses almost every capability and element. For more information, please see our Proposed Objectives in Section 2.4 and the chart of our current LDS status in Appendix C.

Data Security and Accessibility

Confidential student data is the core of any LDS. Such data must be protected. Wisconsin's laws and citizenry are unequivocal: pupil data privacy must be protected with utmost vigilance. DPI has instituted state-of-the-art security systems and continues to implement strict security rules regarding use of and access to confidential data in accordance with state and federal privacy laws. To that end, DPI's legal counsel and pupil data policy advisor are integral parts of the overall LDS team, and additional security measures are being negotiated as part of our PK-20 data exchange agreements.

2. Proposed Objectives: Three Overarching Agendas

Wisconsin is confident in our ability to report by September of 2011 that we have, at a basic level, the data elements and capabilities of the America COMPETES Act. However, this basic level of competency is not enough to address the educational priorities and concerns in Wisconsin. We seek to do more to provide educators, families, education agencies, and policymakers better resources to attend with focus to the educational needs of our state: addressing the overwhelming achievement gap between black and white students, ensuring our

students are educated by the highest quality teachers, and developing the next generation of assessments that engage students and accurately measure achievement of content standards.

Current work to enhance our longitudinal data system focuses primarily on changes within DPI. The following objectives answer the unavoidable call to substantially expand our LDS to include additional data and foster partnerships outside the PK-12 arena. Below, we have listed each outcome and its accompanying components for each of our three agendas. These outcomes were determined through a needs assessment, keeping under consideration the required elements and capabilities of the America COMPETES Act. We thus end the section by summarizing the elements and capabilities each of our outcomes will help DPI fulfill.

2.1 Advancing Postsecondary Data Infrastructure

Tremendous energy and effort in Wisconsin is centered on developing a robust PK-16 data system that supports high quality research as well as the secure, reliable transmission of pupil data among education institutions. This momentum is reflected both in our efforts to date, which have created the ground work for us to move quickly in establishing higher level interoperability.

Current Efforts:

- ✓ Enacted state legislation authorizing a PK-16 data system in November 2009
- ✓ All four education systems (DPI, UW System, WAICU, and WTCS) will sign an interagency compact to govern PK-16 data exchanges and ad hoc research requests by December 2009.
- ✓ All four members of the compact will sign memoranda of understanding governing data sharing, research protocols, security and any relevant costs by March, 2010.

Outcome #1: A set of common, aligned data elements, including:

- a common student identifier,
- other agreed upon data elements, and
- aligned data standards

Outcome #2: An interoperable data exchange for research and reporting, which may include:

- a system for secure file exchange,
- protocols for authentication, user authorization and FERPA compliance, and
- capacity for ad hoc research requests

Outcome #3: Sub grants provided to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system, including:

- the University of Wisconsin System (UW System),
- the Wisconsin Association of Independent Colleges and Universities (WAICU), and
- the Wisconsin Technical College System (WTCS).

2.2 Great Teachers & Leaders

Much thought has been given to realistic, measurable, and useful outcomes within Educator Licensure. An approach that incorporates our goals of 1) having a strong planning and analysis

foundation, 2) an integrated online teacher licensure application and data management tool, and 3) high-quality educator data integrated into our LDS, into three outcomes provides an excellent blueprint for implementation.

Outcome #1: A Strong Foundation: Analysis, Requirements Gathering, and Workflow Development

In order to create an integrated system of data collection and processing, we must first address issues of data quality and accessibility within DPI. While an integrated online teacher licensure data system is appealing, and the temptation to hasten work on this part of the project is strong, TEPDL currently suffers under a system that is the result of ad hoc data collection and maintenance architecture; the result is dysfunctional. Consequently, the team is deeply dedicated to fulfilling the following components of this first outcome—seen as necessary first steps towards a highly efficient system:

- An inventory of TEPDL data collections, including an assessment of additional data to collect.
- Requirements gathering and plan development to fully functionalize a unique teacher identifier.
- Workflows and accompanying business rules for the upcoming new system.
- A plan of project implementation phases, timeline, final staff allocation, and hardware and software acquisition and integration.

Outcomes #2 and #3: A Comprehensive Online Data Management and Educator Licensing Portal

An integrated, online, licensure management system and database is at the heart of this effort. Such a program will create valuable data-sharing connections between DPI and LEAs, institutions of higher education, and other state departments. Additionally, this system will reap an abundant harvest of useful data for the LDS: data that will be used to answer important policy and educational questions; data that will be used to understand what it means to be a high-quality teacher, to understand the distribution of high quality educators in our public schools, and the effectiveness of teacher preparation programs.

The implementation of such an application involves two developmental phases, the outcomes of which are online modules that will together form a comprehensive system. The modules begin with an internal web application that will ensure a timely move towards cleaner and more manageable data. This application will improve data capture, facilitate exchange of data within DPI, and include a secure login capacity for agencies integral to the licensure process. The module, or outcome, created in the second phase, will provide online functionality for educators in the state to apply for initial or master licensure, or to renew or change an existing license.

Following are the descriptions of each module, as well as the components associated with development.

Outcome #2: An Internal Web-based Data Management Module with Connections for External Partners

Development of a DPI web application will allow for internal workflow and document management, an integral first step to improve data quality within the agency. This module will include role-based security authentication that ensures the privacy of data and authorizes access only to legitimate users of the system. It will allow for increased data capture, data validation, and a data-driven workflow, thereby improving educator and licensure data quality and integrity within the agency. This internal system will also provide TEPDL staff with sufficient opportunity to fully learn the components of the application, thereby improving the technical and implementation support they can provide future system customers. Thus, the components of the internal aspect of this outcome are twofold:

- A security administration feature
- Training documentation to accompany all Module One components

The external partner component of this module will include secure logins, reporting tools, and data submission tools for education program providers, LEAs, and CESAs. It will allow institutions of higher education to report education preparation program participants and completers and complete follow-up research on graduates of their programs. It will also provide LEAs and CESAs access to tools and reports related to education staff licensure: to verify enrollment status in a higher education program, to verify license status and type, and to complete reporting requirements for DPI. The outcomes for this module relate to the need to provide efficient and expedient connections and communications between DPI and our external partners.

In creating the application connections to our external partners, we expect to produce the following components:

- An online application module to serve education program providers
- An online application module to serve LEAs, CESAs

Outcome #3: A Web Module with Initial License and Renewal Application Programs

This outcome completes the circle of our integrated online licensing system by providing an online portal for initial and renewing applicants to manage their licensure process. Such a process will incorporate the enhanced data collection and validation determined in Outcome One: A Strong Foundation. More specifically, this online module will include the following components:

- Web-based license application intake—for initial licenses
- Web-based license renewal component
- Training documentation to accompany all Module Two components

Outcome #4: Migration of Educator Licensure and Training Data into LDS

Our final goal for the comprehensive educator licensure portal project is one of integration. Starting with our foundation building stage, we intend to plan for and incorporate data elements about educators into our LDS. The addition of this educator data will culminate our efforts to collect and maintain clean and manageable data that 1) is of high quality, 2) is more accessible, and 3) improves reporting capacity within the department. As mentioned above, TEPDL is

responsible for annual reports at a state and federal level. Having higher quality and more accessible data will not only improve the accuracy of these reports; it will also make the process of reporting more efficient and timely. Further, integrating our educator data into the LDS will provide for richer and more complete information that we as a state agency can provide the people, agencies, and education institutions of Wisconsin.

In an effort to ensure transparency and build positive anticipation for these outcomes, DPI intends to continue building support for this project throughout from the start of the process: informing and involving all parties—LEAs, CESAs, institutions of higher education, educators, and other state departments—throughout the progress.

2.3 Early Childhood Data Strategy

Outcomes for the Early Childhood Data Strategy first address the need to identify the multitude of programs within the State which provide educational value to the pre-kindergarten student. Once these programs are recognized, analysis will be completed to determine what data is currently collected, available, and transportable. This analysis will help determine the feasibility of adding data from the different programs to the LDS. The three outcomes of our Early Childhood component are:

Outcome #1: Analyze the current early childhood data environment

Identify early childhood programs with the following information: data elements collected, method of collection, availability of the data collected, data standards used, and the capacity available for data sharing.

Outcome #2: Establish data sharing methodologies

Build consensus around common data elements, other data elements needed, and common data standards between DPI and early childhood education partners.

Outcome #3: A work plan to realize data sharing process

Create a work plan to indicate how, what, and when the identified data elements can be added to the LDS on a per program schedule.

2.4 Outcomes: Summary

With this grant, Wisconsin has a singular opportunity to unite under the banner of LDS the many valuable, but currently disparate, efforts throughout the state to collect and report education data in meaningful ways. Ultimately, the outcomes associated with Advancing Postsecondary Data Infrastructures, Great Teachers & Leaders, and our Early Childhood Data Strategy agendas will enhance data integrity, accessibility, reporting, and the quality of connections and communications with all of the people and agencies with whom we work. Though DPI will achieve these improvements only through partnerships with other state agencies, LEAs, program providers, and educators, we are confident the outcomes will benefit all parties.

SFSF Required Element	Outcomes that enhance current progress towards SFSF requirements throughout DPI
Element #1	<i>Advancing Postsecondary Data Infrastructure:</i> Agreement upon and development of a statewide unique student identifier that allows for the exchange of data between DPI and postsecondary institutions, but that does not permit a student to be individually identified by users of the system (except where allowed by Federal and State law).
Element #2	<i>Advancing Postsecondary Data Infrastructure:</i> Inclusion of student-level enrollment, demographic, and program participation information that extends beyond K-12. <i>Great Teachers & Leaders:</i> Capture of enrollment, certification, and completion information for teachers and administrators in Wisconsin.
Element #3	<i>Advancing Postsecondary Data Infrastructure:</i> Improved interoperability, combined with recent state legislation, and the development of memoranda of understanding with postsecondary partners will allow for the exchange of student-level information about the points at which students exit, transfer in or out, drop out, or complete postsecondary education programs.
Element #4	<i>Advancing Postsecondary Data Infrastructure:</i> Realization of interoperability framework between DPI and postsecondary partner institutions <i>Great Teachers & Leaders:</i> Comprehensive educator licensure web-portal will allow two-way communication between DPI and education program providers
Elements #5-7	Wisconsin currently meets these elements (see chart in Appendix C).
Element #8	<i>Great Teachers & Leaders:</i> Assessment of current teacher identifier and implementation of plan to ensure identifier meets new requirements for matching and confidentiality.
Elements #9-10	Wisconsin currently meets these elements (see chart in Appendix C).
Element #11	<i>Advancing Postsecondary Data Infrastructure:</i> Interoperability with postsecondary partners will allow for the exchange of data that provide information regarding the extent to which students transition successfully, including whether students enroll in remedial coursework.
Element #12	<i>Advancing Postsecondary Data Infrastructure:</i> Agreed upon data elements expected to include data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education. <i>Great Teachers & Leaders:</i> Improvement of manageability and quality of educator data, and migration of that data into LDS, will provide information to address questions of transitions and success in postsecondary education.

SFSF Required	Outcomes that meets or enhance current progress towards SFSF
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Capability	requirements throughout DPI
Capability #1	<p><i>Advancing Postsecondary Data Infrastructure:</i> Student-level data will be captured from institutions of higher education, expanding our LDS to include postsecondary data.</p> <p><i>Great Teachers & Leaders:</i> The myriad of connections created with an online teacher licensure and data capture system will allow Wisconsin to examine student progress over time, including connections for public school graduates who pursue higher education degrees in education and enter the workforce as a teacher or administrator.</p>
Capability #2	<p><i>Advancing Postsecondary Data Infrastructure:</i> Our proposal accelerates interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.</p> <p><i>Great Teachers & Leaders:</i> Comprehensive educator licensure web-portal will facilitate and enable exchange of data among agencies and institutions within the state.</p>
Capability #3	<p><i>Great Teachers & Leaders:</i> Implementation of plan to ensure unique teacher identifier meets new requirement to match student and teacher data.</p>
Capability #4	<p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will enable seamless matching of teachers with information about their certification and teacher preparation programs.</p>
Capability #5	<p><i>Advancing Postsecondary Data Infrastructure:</i> The interoperable system we propose to facilitate will allow for a seamless exchange of data that will greatly improve our ability to easily access data for continuous improvement and decision-making.</p> <p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will allow for more timely and accurate reporting to parents, students, teachers, and school leaders.</p>
Capability #6	<p><i>Great Teachers & Leaders:</i> Development of an integrated, online educator license tool will decrease chances of data entry error, improve the manageability of data, and ensure quality and integrity of data in the system.</p>
Capability #7	<p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will provide State with ability to more accurately and efficiently meet reporting requirements of the Department of Education.</p>

3. Timeline for Project Outcomes

3.1 Advancing Postsecondary Data Infrastructure

Under our current SLDS grant, DPI is leading a process to expedite the development of the postsecondary component of our PK-16 data system. DPI and our postsecondary partners have worked with the Governor's office and State Legislature to create the legal authority and governance agreements necessary to transition from patchwork data sharing among PK-16 education organizations into an interoperable, efficient, and reliable PK-16 data system.

Additionally, we have brought together key stakeholders from across the PK-20 spectrum, including various educational institutions and state departments, to engage in a consensus building process around both a list of the crucial questions we want our LDS to answer as well as a strategic framework for growing and integrating our LDS.

This is no small task. Consensus building made possible by our current grant is no match for reality: each postsecondary system represents a myriad of unique complications on the path to interoperability, not the least of which is a basic structural deficiency that would inherently restrict the efficient exchange of data between systems.

Consequently, the proposed grant focuses on the implementation of specific common data elements, standards, and a unique student identifier shared by DPI and Wisconsin's three postsecondary education systems. Rather than focusing on broad, general agreements, the work of this grant will concentrate on the specific technical capacities necessary, and legal agreements required, under FERPA for Wisconsin to maintain a truly interoperable, secure PK-16 data system.

Fortunately, Wisconsin's Race to the Top efforts, coupled with concurrent work from our current grant, have positioned us to quickly disburse sub grant funds, resolve major planning and alignment issues, and focus most of the grant work on technical implementation and system development. However, because the technical infrastructure in each partner institution has different assets and liabilities, the specific implementation timeline will vary among partners. A timeline by outcome is included below:

Outcome: Sub grants to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 1 Q1	Finalize common data standards and elements.	DPI, UW System, WTCS, and WAICU
	Sign grant agreement and provide sub grant to UW System for implementation of PK-16 data system functionalities.	DPI and UW System
	Sign grant agreement and provide sub grant to WTCS for implementation of PK-16 data system functionalities.	DPI and WTCS
	Sign grant agreement and provide sub grant to WAICU for implementation of PK-16 data system functionalities.	DPI and WAICU

Outcome: A set of common, aligned data elements including: a common student identifier, other agreed upon common data elements, and aligned data standards.

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 1 Q1 – Q2	<p>Hold a series of meetings to:</p> <ul style="list-style-type: none"> • Review existing memoranda of understanding and governance agreements signed by the partners • Develop a core list of data elements necessary for useful and expedient matching of pupil records • Individually assess the necessity and feasibility of adding any new, relevant data elements • Identify current data standards for each data element under consideration for each partner organization. • Resolve final list of common data elements and standards • Agree on a data standard for the LDS student key (common identifier). • Develop an implementation timeline for all common elements and standards based on each partner's unique needs and existing capacity. • Sign an interagency agreement establishing the common data elements, standards and student identifier. 	DPI, UW System, WTCS, and WAICU