

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 # R384A100027**

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:
12/3/2009	

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: Illinois State Board of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
050527061	806812558

d. Address:

* Street1:	100 North First Street
Street2:	
* City:	Springfield
County:	Sangmon
State:	IL
Province:	
* Country:	USA
* Zip / Postal Code:	62777

e. Organizational Unit:

Department Name:	Division Name:
Teaching and Learning Sers. for All Children	Standards and Assessments

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

Prefix:	* First Name:	Connie
Middle Name:	J	

* Last Name: Wise

Suffix: Ph.D

Title: Assistant Superintendent

Organizational Affiliation:

* Telephone Number: (217)782-0354 Fax Number: (217)782-5333

* Email: CWISE@ISBE.NET

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

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

13. Competition Identification Number:

Title:

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

Statewide

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

Illinois Longitudinal Data System Expansion 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: IL-018

* b. Program/Project: IL-all

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	\$ 11869819
b. Applicant	\$ 0
c. State	\$ 2500000
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 14369819

*** 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.)**



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Illinois State Board of Education

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 8,000	\$ 8,000	\$ 8,000	\$ 0	\$ 0	\$ 24,000
4. Equipment	\$ 350,000	\$ 350,000	\$ 0	\$ 0	\$ 0	\$ 700,000
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 3,904,845	\$ 5,345,755	\$ 1,890,659	\$ 0	\$ 0	\$ 11,141,259
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,262,845	\$ 5,703,755	\$ 1,898,659	\$ 0	\$ 0	\$ 11,865,259
10. Indirect Costs*	\$ 1,520	\$ 1,520	\$ 1,520	\$ 0	\$ 0	\$ 4,560
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 4,264,365	\$ 5,705,275	\$ 1,900,179	\$ 0	\$ 0	\$ 11,869,819

***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: 12/31/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 19%

(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:
Illinois State Board of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 900,000	\$ 800,000	\$ 800,000	\$ 0	\$ 0	\$ 2,500,000

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: Christopher A. Koch

Title: State Superintendent of Education

Date Submitted: 12/01/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Statewide Longitudinal Data Sys--ARRA CFDA Number, if applicable: 84.384A	
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): NA Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA 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: Christopher A. Koch Title: State Superintendent of Education Applicant: Illinois State Board of Education Date: 12/01/2009	
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

Illinois State Board of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Christopher Middle Name: A

Last Name: Koch Suffix: Ed.D.

Title: State Superintendent of Education

Signature: _____

Date:

12/01/2009

ED 80-0013

03/04

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Connie	J	Wise	Ph.D

Address:

* Street1: 100 North First Street
 Street2:
 * City: Springfield
 County: Sangamon
 * State: IL* Zip / Postal Code: 62777 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(217)782-0354	(217)782-5333

Email Address:

CWISE@ISBE.NET

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: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Abstract Pages: 1** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Abstract (12-09).pdf**

Abstract

Illinois Longitudinal Data System (ILDS) Expansion Project

In July 2009, Governor Quinn signed into law the P-20 Longitudinal Education Data System Act (Public Act 96-0107). This Act established the requirements and framework for the development of the state's longitudinal education data system, including implementation of all of the America COMPETES Act elements, and ensures that the longitudinal data system will support a broad array of state and LEA educational functions. In addition, under the Statewide Longitudinal Data System Grant awarded by the U.S. Department of Education, Institute of Education Sciences, in April 2009, the Illinois State Board of Education (ISBE) received approximately \$9 million to support critical activities for the establishment of a statewide longitudinal data system.

While the P-20 Longitudinal Education Data System Act and the 2009 IES Grant provide the foundation for achieving the seven system capabilities and twelve system elements set forth in the America COMPETES Act, ISBE needs to continue to take the critical steps of implementing systems to collect student-level transcript and teacher/administrator performance data and connecting this information with other data maintained by ISBE. Furthermore, ISBE and its state education partners need to enhance the data collection systems that extend beyond the K-12 spectrum. The goal of the ILDS Expansion Project is to continue development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data through incorporation of the following interrelated components into the current Illinois statewide longitudinal data system:

Component #1—Establish a Statewide Transcript System for Middle and High School Students. This system will collect student-level transcript information, including information on courses enrolled, completed, and grades earned, and also include the development and implementation of a statewide course classification system.

Component #2—Integrate Student-level Data with Teacher and Administrator Data. ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.

Component #3—Continued Expansion and Development of Postsecondary Education Data Systems. ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance.

Component #4—Expansion of Early Childhood Data Collection Systems. The state longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Project Narrative Pages: 30** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Project Narrative (12-09).pdf**

Project Narrative

Illinois Longitudinal Data System (ILDS) Expansion Project

A. NEED FOR THE PROJECT

In July 2009, Illinois Governor Pat Quinn signed into law the P-20 Longitudinal Education Data System Act (Public Act 96-0107), which established the requirements and framework for the development of the state's longitudinal education data system by:

- Setting forth a long-term vision for the state's education data system,
- Requiring the state to implement all of the America COMPETES Act elements,
- Requiring the longitudinal data system to support a broad array of state and LEA educational functions,
- Ensuring the necessary authority to collect postsecondary data (including data from private postsecondary educational institutions), and
- Establishing a framework for data sharing with outside entities to support research and evaluation consistent with privacy protection laws.

In addition, under the Statewide Longitudinal Data Systems Grant awarded by the U.S. Department of Education, Institute of Education Sciences, in April 2009 (2009 IES Grant), the Illinois State Board of Education (ISBE) received approximately \$9 million to support critical activities for the establishment of a statewide longitudinal data system.

While the P-20 Longitudinal Education Data System Act and the 2009 IES Grant provide the foundation for achieving the seven system capabilities and twelve system elements set forth in the America COMPETES Act, ISBE needs to continue to take the critical steps of implementing systems to collect student-level transcript and teacher/administrator performance data and connecting this with other data maintained by ISBE. Furthermore, ISBE and its state education partners need to enhance the data collection systems that extend beyond the K-12 spectrum so that the Illinois Longitudinal Data System will allow educators and policymakers to analyze and assess student progress from early learning programs through postsecondary education and into employment. Illinois must also leverage all available resources in order to expand the Illinois Longitudinal Data System to include all elements required by the State Fiscal Stabilization Fund Phase II Application by September 30, 2011. Through the Illinois Longitudinal Data System Expansion Project (ILDS Expansion Project) described in this narrative, ISBE seeks to continue development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data.

Status of the Current ILDS Project

Prior to the award of the 2009 IES Grant and the enactment of the P-20 Longitudinal Education Data System Act, ISBE had developed many of the fundamental building blocks of a statewide longitudinal data system through the implementation of a unique student ID and a statewide student information system (SIS). Under the 2009 IES Grant, ISBE is continuing to work toward enterprise-wide data integration and analysis. In order to manage the valuable repository of data that the state has collected, ISBE is in the process of developing an Education Enterprise-wide Data Warehouse to facilitate the availability of such data to LEAs (administrators and teachers),

Project Narrative

program evaluators, and policymakers to support decisions in the classroom. Additionally, ISBE established a State Education Data Advisory Committee as the governance structure for the ILDS Project to ensure that the system design and implementation is driven by state and local stakeholder engagement. Through the 2009 IES Grant and the commitment of various state agencies, both financially and institutionally, the Illinois statewide longitudinal data system now satisfies, is in the process of satisfying, or plans to satisfy through the ILDS Expansion Project all of the capabilities and elements of the America COMPETES Act. (Please see Appendix C for a summary of the current status of the each of the capabilities and elements of the America COMPETES Act.)

Next Steps: Integration of Teacher/Administrator and Transcript Data into the System, and Continued Expansion and Development of Systems that Extend Beyond the K-12 Spectrum

To provide LEAs, teachers, administrators, students, parents, policymakers, and other interested stakeholders with the tools to make data-driven decisions, the ILDS Expansion Project will integrate additional data into the current ISBE data collection systems and further expand and develop systems that extend beyond K-12. To further these goals, ISBE plans to revise and implement systems to collect student-level transcript and teacher/administrator performance data and connect these data with other data maintained by ISBE. In addition, ISBE and its state education partners plan to enhance the data collection systems that extend beyond the K-12 spectrum. To continue the development and implementation of the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data, ISBE and its educator partners, through the ILDS Expansion Project, plan to incorporate the following interrelated components into the Illinois Longitudinal Data System:

- 1. Establish a Statewide Transcript System for Middle and High School Students.** This system will collect student-level transcript information, including information on courses enrolled, completed, and grades earned, and also include the development and implementation of a statewide course classification system.
- 2. Integrate Student-level Data with Teacher and Administrator Data.** ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.
- 3. Continued Expansion and Development of Postsecondary Education Data Systems.** ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance.
- 4. Expansion of Early Childhood Data Collection Systems.** The state longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through

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the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

These four components also address many of the data collection requirements the state must address in its application for funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program. The development and implementation of the Statewide Transcript System will satisfy indicator (b)(1)(8), which requires a statewide longitudinal system that includes student-level transcript information. The integration of student-level data with teacher and administrator data will satisfy indicator (b)(1)(9), which requires implementation of a teacher identifier system with the ability to match students to their teachers. Additionally, as the teacher and administrator identification system will facilitate the collection of teacher and administrator performance evaluation information, the ILDS Expansion Project will satisfy descriptors (a)(1) and (a)(2), and indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7). Continued expansion and development of postsecondary education data systems will satisfy indicators c(11) and (c)(12) of the State Fiscal Stabilization Fund.

B. PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

The ILDS Expansion Project includes four project components, with various project elements. Below is a list of proposed outcomes for each of the four components and a table that provides an overview of each of the four components.

Product	Features	Benchmarks
Establishment of a Statewide Transcript System for Middle and High School Students	<ul style="list-style-type: none"> ▪ Design of statewide course classification system for high school and middle school students. ▪ Design of statewide records capture and approval options regarding transcript information. ▪ Design of plan for linking ISBE Student Information System (SIS) data with the statewide transcript system. ▪ Design of plan for mapping local course descriptions with the statewide course classification system. ▪ Engagement of stakeholders, including representatives of LEAs and postsecondary educational institutions in the development of the course classification system. ▪ Establishing data feeds from SIS to i) the State Transcript Depository for the development of transcripts, ii) Illinois Student Assistance Commission (ISAC) for scholarship and student assistance programs, and iii) postsecondary institutions for student application and enrollment 	<ul style="list-style-type: none"> ▪ Establish statewide course classification system for high school and middle school courses, by July 31, 2010. ▪ Upload transcript data from LEAs to SIS and transfer from SIS to State Transcript Repository. by September 30, 2011. ▪ Implement transcript information into SIS for all public middle schools. by September 30, 2012.

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Product	Features	Benchmarks
	<p>functions.</p> <ul style="list-style-type: none"> ▪ Use of Learning Technology Centers to serve as field implementation teams to work at district level to provide technical assistance for SIS data uploads. 	
<p>Integration of Student-level Data with Teacher and Administrator Data</p>	<ul style="list-style-type: none"> ▪ In coordination with the development of the data warehouse, planning for the redesign of ISBE Teacher and Administrator Data Collection Systems [Teacher Certification Information System (TCIS)/Educator Certification System (ECS) and Teacher Service Record (TSR) systems]. ▪ Planning and analysis to modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR. ▪ Development of business rules for teacher-student linkages. ▪ Develop Performance Evaluation Report and Survey to provide greater transparency in teacher performance evaluations and pilot administration of Survey. ▪ Pilot administration of the Performance Evaluation Report and Survey. ▪ Continued development of Teacher Data Warehouse to match teacher and administrator preparation to student performance. 	<ul style="list-style-type: none"> ▪ Administer Performance Evaluation Report and Survey to LEAs, by December 31, 2010. ▪ Modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR, by September 30, 2011. ▪ Implement redesigned TCIS, TCIS Scanning, ECS, and TSR to create web-based applications for more effective and transparent teacher performance information and evaluations, by June 30, 2012.
<p>Improvement of postsecondary and workforce data collection through greater access to public and private higher education data and incorporation of unemployment insurance wage records into the data collection systems</p>	<ul style="list-style-type: none"> ▪ Develop Higher Education Data Consortium. ▪ Develop and pilot Perkins IV Core Measures website containing information by college and performance measure. ▪ Develop and pilot Tech Prep/Partnerships for College and Career Success measures website with information by partnership and performance measure. ▪ Provide regional training to end users of above-mentioned websites. ▪ Development of enhanced Performance/Accountability Reports by Illinois Community College Board (ICCB) to increase performance, transition measure, and indicator reporting transparency. ▪ Improve higher education performance and 	<ul style="list-style-type: none"> ▪ Establish Higher Education Data Consortium, by July 31, 2010. ▪ Implement Perkins IV Core Measures website containing information by college and performance measure, by July 31, 2010. ▪ Implement Perkins IV Tech Prep/Partnerships for College and Career Success measures website containing information by partnership and

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Product	Features	Benchmarks
	<p>accountability reporting through development of online reporting tools that will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the Illinois Board of Higher Education (IBHE) website and increase accountability and utility.</p> <ul style="list-style-type: none"> ▪ Planning and design of modifications to High School Feedback Report to expand upon information regarding postsecondary enrollment and performance. ▪ Planning and design of process to incorporate data from the National Student Clearinghouse in order to access public and private higher education data nationwide to better track transfer and concurrent enrollment students. ▪ Develop data-sharing agreements with Unemployment Wage Record Office. 	<p>performance measure, by October 31, 2010.</p> <ul style="list-style-type: none"> ▪ Implement Phase 1 enhancement to Performance Accountability Reports, by July 31, 2011. ▪ Implement Phase 2 enhancement to Performance Accountability reports, by February 29, 2012. ▪ Modify the High School Feedback Report to include postsecondary performance information, by October 31, 2010. ▪ Implement information from National Student Clearinghouse into the High School Feedback Report, by October 31, 2010. ▪ Incorporate information from Unemployment Wage Records into ILDS Project, by June 30, 2011.
<p>Development and implementation of an Early Childhood Data Collection System</p>	<ul style="list-style-type: none"> ▪ Design plan for assigning a student ID (SID) for infants and toddlers in programs funded by the Early Childhood Block Grant. ▪ Design and implement the data collection plan for children from birth to three (within the structure of the SIS), which would include identification of missing data elements, identify those elements currently missing not being collected, and create common standards and definitions for data elements. ▪ Ensure that processes are in place to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs available in Illinois, including preschool programs. 	<ul style="list-style-type: none"> ▪ Implement SIDs for subject group by programs, by July 31, 2010. ▪ Add the recommended data elements to SIS and ensure that integration into SIS is complete, by December 31, 2010. ▪ Integrate additional data elements into SIS for children in preschool programs and data elements on programs serving children age three and four, by December 31, 2010.

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Product	Features	Benchmarks
	<ul style="list-style-type: none"> ▪ Create and implement training and technical assistance plans for agencies that will be contributing data to the system; include training sessions before system implementation and ongoing technical assistance. ▪ For preschool programs, analyze currently collected data elements to create a “cross-walk” between what is collected and elements that have been recommended to create a final list of elements to be added to the system. 	

Each of these components will support the state education improvement efforts, goals, and accountability system. A more thorough description and explanation of each of these components follows.

Component 1: The establishment of a Statewide Transcript System for Middle and High School Students

a. Overview

Through the ILDS Expansion Project, ISBE will develop a statewide transcript system for middle and high school students, which will include the courses completed and the grades earned for each student. The P-20 Longitudinal Education Data System Act requires the ISBE data warehouse to include “Student-level transcript information, including information on courses completed and grades earned, from middle and high schools.” Public Act 96-0107, Section 15(c)(6). The Act further requires the State Board of Education to establish “a statewide course classification system based upon the federal School Codes for Exchange of Data or a similar course classification system. Each school district and charter school shall map its course descriptions to the statewide course classification system for the purpose of State reporting.” *Id.*

ISAC has established a voluntary electronic transcript initiative for Illinois LEAs to facilitate the submission of transcripts to postsecondary educational institutions and to provide data to ISAC for its scholarship and student assistance programs. To date, 205 public high schools in 95 LEAs and 55 colleges and universities in Illinois participate in the ISAC electronic transcript initiative.

ISBE and ISAC have entered into a Memorandum of Understanding dated November 20, 2009, in order to expand the existing ISAC electronic initiative into a statewide transcript system. ISAC will undertake the procurement and contracting process to select a vendor that will work with ISBE and ISAC to implement the system (“system vendor”). ISAC will be undertaking a procurement for full implementation of the Statewide Transcript System, with an anticipated July 2010 effective date for the new contract. ISBE will exercise its authority under state and federal law, including its authority under the P-20 Longitudinal Education Data System Act, to ensure full participation by all public middle and high schools in the statewide transcript system. In addition, ISBE and ISAC will coordinate activities with ICCB and IBHE, as appropriate, to

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ensure that the transcript data can be accessed and effectively used by all postsecondary educational institutions throughout Illinois.

b. Component 1 Project Elements

i. Statewide Course Classification System

A critical step in the implementation of the statewide transcript system is the establishment of a statewide course classification system for high school and middle school courses. Through a statewide course classification system, Illinois can ensure that student transcript data from multiple LEAs or statewide is standardized for research and policy analyses. While LEAs will be required to cross-walk their local course designations to the statewide course classification system for state reporting, they will still be able to use local course designations for all other purposes. The process for establishing the course classification system must include engagement and participation by a broad range of stakeholders, including representatives of LEAs and postsecondary educational institutions.

For high school courses, Illinois will use the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), provided and supported by the National Center for Education Statistics (NCES). The SCED consists of more than 1,400 secondary school courses, categorized into 22 subject areas. Each school course is further identified by a course description, course level, available credit, and sequence in order to account for differences in rigor and other course variations. For middle school courses, Illinois intends to use a system adapted from and aligned with the SCED, after analyzing other state course classification systems for middle school courses.

ii. Records Capture and Approval

In Illinois, the sophistication of LEA student information systems varies greatly and LEAs collect and transfer information to ISBE data collection systems through various means. As a result, the state is planning to use direct upload of transcript data from SIS to the statewide transcript system. All data uploaded to the State Transcript Repository System will be stored as XML in order to provide for greater ease in transmission to intended parties.

The development of a statewide course classification system will allow for the direct upload of course code, grade, and credit information to SIS from LEAs. Once collected in SIS, transcript data elements will be available for direct upload to the State Transcript Repository.

iii. State Transcript Repository

The State Transcript Repository will be created for the storage of the student transcript data provided by LEAs. The State Transcript Repository will be updated semiannually to ensure that each student's transcript information is current. Safeguards will be put in place to ensure that data transmissions from the State Transcript Repository maintain student confidentiality and comply with federal and state privacy laws. Furthermore, the system vendor will use data

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encryption software to ensure that the secure transmission of the data from SIS to the repository and will provide the necessary safeguards to protect the security of student and institutional data.

iv. Transcript Data Delivery

Transcript data maintained in the State Transcript Repository will be fed to the following locations, strictly following all federal and state privacy laws: i) to ISAC, for scholarship and student assistance programs; ii) to postsecondary educational institutions, for student application and enrollment functions; and iii) to other institutions requiring the collection of student transcript data (e.g., NCAA, independent scholarship entities, etc.). The State Transcript Repository will track all record requests from the initial request to the delivery of the data to the intended recipient.

v. Field Implementation

The Statewide Transcript System will be managed through a Project Management Office, with joint staffing by ISBE and ISAC. In order to ensure the smooth transfer of data from LEAs to SIS, and eventually to the statewide transcript system, the contractual project manager will use field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels and help facilitate the technical connection of each school to SIS. Established in 1995, the Learning Technology Centers assist ISBE with statewide initiatives by supporting Illinois LEAs with hardware and software infrastructure, as well as classroom and teacher readiness for integrating technology in the classroom and curriculum. The Learning Technology Centers have played an integral role in facilitating prior LEA integrations with SIS. The field implementation teams will be coordinated through the SIS project manager, the ILDS project manager, and by the Project Management Office.

Component 2: Integration of Student-level Data with Teacher and Administrator Data

a. Overview

The P-20 Longitudinal Education Data System Act establishes the legal authority for the creation of a statewide teacher identifier system with the ability to match teachers to students. Specifically, the ISBE data warehouse must include a “teacher and administrator identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators.” Public Act 96-0107, Section 15(c)(5).¹

The state plan for establishing a teacher and administrator identifier system with the ability to match students to their teachers will include data collection mechanisms coordinated with the Statewide Transcript System, data collection through SIS, and the use of teacher certification and course code information collected in the ISBE TCIS/ECS and TSR systems. In addition to collecting the necessary data, ISBE will need to address the business rules for establishing

¹ The ISBE TCIS establishes an administrator identifier that links to an individual record in the ISBE TSR, and TSR collects data on administrator assignment at the school level. Therefore, by linking the school-level data in TSR to school-level data in SIS, ISBE can create the administrator/student linkage required by the P-20 Longitudinal Education Data System Act.

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student and teacher linkages to ensure that the data can be used in meaningful ways. ISBE will use data from the redesigned TCIS/ECS and TSR systems to support its collection of teacher and administrator performance evaluation data. Further enhancements to the Teacher Data Warehouse will permit reporting that benefits the state and institutions providing teacher education.

b. Component 2 Project Elements

i. Redesign of TCIS/ECS and TSR

Over the next three years, ISBE will undertake the development of a data warehouse within the agency that will link data across key agency systems. In coordination with the development of the data warehouse, ISBE will redesign the following data collection systems through the ILDS Expansion Project:

- TCIS/ECS–TCIS collects and manages data and processes that support teacher certifications, teacher placement, professional development, and teacher demographic information. ECS is a web portal that allows educators and LEA administrators to access certification information in TCIS.
- TSR–TSR collects position and assignment data for teachers and administrators employed by Illinois LEAs and other local educational agencies.

For most middle and high school students, defining teacher/student linkages requires establishing the connection between students, teachers, and course information. Therefore, implementation of the statewide system matching middle and high school students to their teachers will be implemented in close coordination with the establishment of the Statewide Transcript System. As the course codes are established as part of the statewide transcript system, TSR will be modified to include this course code data for teachers of record who assign letter grades. The student-level course code and letter grade information captured through SIS will then be linked with the teacher-level data included in TSR.

ISBE expects the redesigned TCIS/ECS and TSR applications to be fully deployed by June 30, 2012. However, ISBE will advance the development of the course codes collection process to integrate with the Statewide Transcript System implementation by no later than September 30, 2011, in order to meet all requirements under the State Fiscal Stabilization Fund Phase II application.

When redesigning the TCIS/ECS system, ISBE will seek to create one live, web-based application that is compatible with current technologies used within and external to ISBE. Similarly, the redesign of TSR must create a second live, web-based application that incorporates data interoperability with other entities and systems as a major consideration. Both applications need to allow for real-time data reporting to ISBE and point-in-time data extractions by ISBE and other authorized users. The applications also need to maintain historical data and track all data changes and uploads. The new TCIS/ECS application must be linked via a live connection to the new TSR application to create a new interactive system.

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The new system will include, but not be limited to, web-based educator applications (eliminating the need for paper applications and transcripts); the receipt and filing of electronic educator transcripts; the ability to send, receive, and file documentation via PDF images; the ability to track and monitor receipt of such documentation; enable connection of the educator to his/her preparation program in order to measure how well each institution is preparing educators; allow for printable certificates in a PDF format with a watermark; merge the Professional Development Provider System and the Illinois Administrator Academy Management System to allow for a connection between educator performance and professional development; track educator renewal audits; track mentoring progress for individual educators throughout the year and how the mentoring process affects educator performance; track educators at the point of employment, assignment, and termination; broaden the system to include the tracking of paraprofessionals; and using course codes collected in TSR, link students to their teachers of record that assign letter grades in order to measure teacher effectiveness.

All data collections via the two redesigned web-based applications will be ongoing and the information for all data fields/elements will be kept current by real-time uploads from LEAs and other entities that are required to provide data to ISBE. In addition, the new system will incorporate any statutory or administrative rule changes pertaining to evaluations and certification that are made during FY09 and FY10.

ii. Business Rules for Teacher-Student Linkages

In designing a system to match teacher and student data, ISBE and its partners will need to identify the numerous variables involved in the teacher/school setting and how to address these variables in the teacher-student linkage system. In linking students to teachers and administrators, the proposed system will have to account for such issues as attendance rates, extended teacher leave, and long-term substitute teachers. The system will also need to factor in different instructional strategies, such as grouping, pull-outs, room aides, and team teaching, as well as address nontraditional schools and programs and cooperative arrangements. ISBE must identify and address these obstacles during the planning phase of the teacher-student linkage system in order to produce high-quality data and meaningful reports from this system.

iii. Use of the Redesigned Systems for the Collection of Performance Evaluation Information

In the State Fiscal Stabilization Fund Phase II application, the U.S. Department of Education has established indicators and descriptors relating to teacher/administrator performance evaluation systems so that the data and information on performance ratings, together with the descriptive information on performance evaluation systems, will provide greater transparency on the design and usage of performance evaluation systems. These systems will serve as an important indicator of the extent to which effective teachers are equitably distributed within LEAs and states. While ISBE agrees with the need for greater transparency, ISBE also believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design an LEA survey on evaluation instruments that identifies best practices and directs LEAs to areas for system improvement.

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In order to ensure that LEAs have access to resources to improve their evaluation systems, ISBE will develop a “Performance Evaluation Report and Survey” to solicit best practices and provide LEAs with the tools to implement effective teacher performance mechanisms. ISBE will collaborate with stakeholders and national experts to design and administer the Performance Evaluation Report and Survey, consisting of two separate parts:

- Part I of the instrument will include information addressing all of the State Fiscal Stabilization fund descriptors and indicators relating to performance evaluation information (including the data identified in descriptors (a)(1) and (a)(2), indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7)). Part I will be mandatory for all LEAs.
- Part II of the instrument will include survey questions necessary to assist LEAs with the design and implementation of more valid, reliable, and effective evaluation systems. ISBE believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design a survey on evaluation instruments that identifies best practices and allows LEAs to identify areas for improvement in their local systems. The survey results will be available on a website and linked to tools and resources that can assist LEAs with implementation of improved evaluation systems.

The Performance Evaluation Report and Survey will be administered via the ISBE Web Application Security (IWAS) portal to all LEA superintendents in the state. The IWAS portal will allow the dissemination of a web-based instrument and the necessary authentication and authorization security. Initially, data for the mandatory portions of the Performance Evaluation Report and Survey will be self-reported by LEAs. With the redesign of the TCIS/ECS and TSR applications and the creation of a new interactive TCIS/TSR system, ISBE will require LEAs to submit data for each teacher and principal indicating the summative evaluation rating for each performance evaluation. Data submitted to ISBE through TCIS/ECS on individual teacher and principal ratings can be aggregated at the school and LEA levels and used to pre-populate the mandatory portions of the Performance Evaluation Report and Survey.

iv. Continuing Development of the Teacher Data Warehouse

The Teacher Data Warehouse combines data from Illinois colleges and universities that provide teacher education with teacher service records from ISBE to provide reports that benefit the state and the institutions providing teacher education. For example, the Teacher Data Warehouse produces reports on the progression of students through Illinois teacher education programs and the retention of teachers in the state’s public school system. Data provided by the institutions include demographic and term enrollment information for students formally admitted into the college of education, program and educational objectives for students, and program completion information. Data provided by ISBE include public school employment data and teacher certification information. The University of Illinois collects and maintains the data in the Teacher Data Warehouse. An advisory committee made up of college and university representatives, IBHE, and ISBE provides counsel to the Teacher Data Warehouse.

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Additional development of the Teacher Data Warehouse will lead to better research on how Illinois can move the teacher preparation process from producing “highly qualified” to “highly effective” teachers and to complement statewide efforts to match teacher and administrator preparation to student performance. In addition, development of an updated website will allow institutions to customize reports and permit the public to access or generate appropriate reports. Additional funding will be used to encourage community colleges to submit data on their Associate of Arts in Teaching degree students into the Teacher Data Warehouse. The Associate of Arts in Teaching degree is a recent addition to community college offerings in Illinois and recognizes the growing role community colleges have assumed in the preparation of Illinois teachers.

Component 3: Continued Expansion and Development of Postsecondary Education Data Systems

a. Overview

ISBE and its state education partners will expand upon current postsecondary education data systems to include data from private postsecondary educational institutions, data from out-of-state institutions of higher education, and workforce data. This expansion will also include the development of enhanced public reporting tools to provide postsecondary educational institutions, LEAs, and the public with information on a variety of useful measures addressing postsecondary education performance. ISBE will carry out all activities for Component 3 in close coordination with ICCB and IBHE.

b. Component 3 Project Elements

i. Establishment of and Support for the Higher Education Data Consortium

The higher education boards, college and university systems, and campuses of Illinois have developed numerous student-level unit record data systems over the past several decades as a result of state legislation, federal requirements, accrediting agency requirements, and institutional needs. While the systems have served institutional and agency needs well, they were not designed to be part of a statewide longitudinal data system that enables the state to examine student progress and outcomes across all levels of education, nor have they been inclusive of all higher education sectors and institutions.

Continuing development of the higher education longitudinal data system and its integration into the Illinois Longitudinal Data System is under way as the result of funding from the 2009 IES Grant and the P-20 Longitudinal Education Data System Act. The P-20 Longitudinal Education Data System Act requires IBHE to engage in a cooperative planning process with public and nonpublic institutions of higher education and statewide higher education associations. Beginning on July 1, 2012, the Act also authorizes IBHE to collect and maintain data from nonpublic institutions of higher education in the state that enroll students receiving assistance through the state’s Monetary Award Program. The independent sector is a large and growing piece of the higher education system in Illinois, enrolling more than 308,000 students in fall 2009, compared with 204,000 students at public universities and 380,000 at community colleges.

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The development of the higher education longitudinal data system is being carried out through a committee structure that includes a policy/coordinating council, a data elements advisory committee, a technical group, and a computing subcommittee. At this point, IBHE and the public and private colleges and universities are working toward the creation of a new data-sharing consortium built on the foundation of the Illinois Shared Enrollment and Graduation File that will collect data from all its members and provide the data to IBHE for inclusion in the Illinois Longitudinal Data System. The consortium will develop data definitions that mirror Integrated Postsecondary Education Data System definitions or other nationally recognized definitions, reducing data reporting burden and improving ability to follow students across state lines. The data consortium will also be responsible for overseeing the implementation of secure data transmission, storage, and retrieval procedures.

While the 2009 IES Grant is critical to the success of the expansion of the higher education data system, it is insufficient to meet all of the goals set forth by the state in the P-20 Longitudinal Education Data System Act. For example, current funding supports a full-time project coordinator, but does not address the costs associated with the data consortium beyond very limited funds for legal and technical assistance. To expedite the development process, additional staff is needed, including web developers, database administrators, application programmers, and additional research analysts. Relying on donated time or occasional contractual services for these technical functions will slow development of the data system, particularly the addition of nearly 100 private colleges and universities, and efforts to make the data and reports accessible to researchers, evaluators, and the public.

Through the ILDS Expansion Project, support will be provided to IBHE to establish and operate the higher education data consortium in order to undertake the following activities:

- Modify existing data definitions and collection periods to correspond to nationally used definitions.
- Work with colleges and universities to develop consistent collection processes and appropriate database safeguards for relational databases.
- Develop secondary student ID (to SSN) for tracking students who do not have an ISBE SID, such as returning adults.
- Work with the IBHE Disability Advisory Committee to determine collection processes, data elements, and definitions.
- Undertake research on retention, completion, and employment of students with reported disabilities.
- Work with colleges and universities and ISAC to add student finance data to the ILDS.

ii. Provide Useful and Transparent Performance and Accountability Reporting for Community Colleges and Higher Education

While ICCB and IBHE collect significant data on community college and higher education performance, these data are not currently reported in a manner that is easily accessible and useful for stakeholders seeking to understand key information about postsecondary performance in their community or statewide. Through the ILDS Expansion Project, ICCB and IBHE will develop

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publicly accessible web portals that will provide useful and transparent performance and accountability information for community colleges and institutions of higher education.

Community College Performance and Accountability Reporting

Through the ILDS Expansion Project, ICCB will enhance the data reporting provided through its web portal to include publicly accessible information from the community college system performance/accountability reports and data relating to Perkins IV and Tech Prep performance measures.

ICCB collaborates with the community colleges in the Illinois Community College System to produce performance/accountability reports that document student and institutional advancement and outcomes. The performance report is an accountability initiative that tracks progress achieved over the past year, identifies emerging challenges, and describes strategies for building and sustaining positive change. The Illinois Community College System engages in an array of initiatives to enhance quality and be accountable to internal and external constituencies and stakeholders. The performance report is one substantial component in a multifaceted approach to accountability among community colleges. Measures have been organized in the following categories: Affordability, Attainment, High Expectations and Quality, Economic Growth, Access and Diversity, and Accountability and Productivity. Currently, Attainment measures are locally generated. Multiple statewide initiatives are under way to strengthen P-20 partnerships, including the College and Career Readiness Pilot Project, Dual Credit and Dual Enrollment, the American Diploma Project, and the High School to College Success/Feedback Report. Through these efforts, more standardized Attainment performance measures will be developed. (The performance indicators for the various measures in the performance report are listed in Appendix A.) Publicly accessible data from the performance/accountability reports will provide parents, students, and the general public with useful and transparent performance and accountability information for community college performance at the local level and statewide.

ICCB is also responsible for federal reporting under the postsecondary component of Perkins IV legislation (Core Measures and Tech Prep Measures), which reports to the U.S. Department of Education, Office of Vocational and Adult Education. The ILDS Expansion Project will assist ICCB to increase transparency of federally reported data through the development of complimentary web portals. ICCB will collaborate with ISBE to develop and implement a website for Perkins Tech Prep Consortia and populate it with multiple years of Tech Prep performance measure results. During FY10 (July 1, 2009, through June 30, 2010), ICCB will develop, test, and launch a website with the new Perkins IV Core Measures by college and measure. (The Perkins Core Measure definitions appear in Appendix A.)

Through the ILDS Expansion Project, ICCB, in collaboration with ISBE, will develop a similar website for the Tech Prep measures. Tech Prep follows Career and Technical Education students from the secondary level into postsecondary education. (Tech Prep performance measures appear in Appendix A.) The Tech Prep website will have an additional level of complexity since data will be provided by consortia and individual educational entities that contribute to each consortium (secondary and postsecondary institutions).

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Higher Education Performance and Accountability Reporting

The existing Illinois higher education student unit record databases were not designed to directly inform the public about higher education performance; they were built to supply data to the colleges and universities that supplied data to them in order to assist the colleges and universities with assessment and accreditation activities and to follow their students' progress if they chose to transfer to other participating institutions. External researchers and agencies have been granted access on a case-by-case basis that includes approval by colleges and universities that supply data to the databases. While valuable and necessary, this focus on serving participating institutions has limited the usefulness of the databases for researchers, practitioners at the K-12 and postsecondary levels, and the public.

IBHE has traditionally built its public information and accountability tools around Integrated Postsecondary Education Data System data and other aggregated, descriptive information collected from colleges and universities. These data are presented in a variety of ways on the IBHE website, but the unit of analysis is always an institution or sector. The tools are well-presented and allow for user customization to some extent (i.e., choice of year, sector, institution, degree program, enrollments or completions, race/ethnicity, and gender), but are still quite limited. For instance, it is not possible to generate a report identifying where Latino students from a specific county or LEA begin their postsecondary education studies and how successful they are at a given college or university. Nor is it possible for the public and policymakers to find information quickly on how students transferring from a given community college to a given university have fared in terms of graduation, or how successful students who receive Pell grants or state financial aid tend to be at a given institution.

The development of online reporting tools through the ILDS Expansion Project will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the IBHE website and increase accountability and utility. To accomplish this, business intelligence software will need to be built on top of underlying, secured databases that do not house personally identifiable student information. When completed, users will be able to customize pre-defined reports or query the data on a numerous variables.

iii. Access Public and Private Higher Education Data Nationwide to Better Track Transfer and Concurrent Enrollment

Illinois is one of the largest net exporters of college students in the United States. In fall 2008, more than 27,000 Illinois students—roughly 20 percent of spring 2008 Illinois high school graduates—enrolled as first-time, full-time students at institutions of higher education outside of Illinois. Tracking the educational outcomes of Illinois high school graduates across state lines will give educators a more complete picture of how well they are preparing students. ISBE, ICCB, and IBHE will access and report on nationwide public and private higher education data through i) modifying the currently planned High School Feedback Report to include out-of-state enrollment data, ii) contracting with the National Student Clearinghouse, and iii) pursuing multistate data-sharing collaborations.

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In 2007, the Illinois General Assembly adopted Senate Joint Resolution No. 59, which called for IBHE, ISBE, and ICCB to, among other directives, develop a High School Feedback Report in conjunction with testing services that would better inform high school administrators and education policymakers about students' performance during their first year of postsecondary education and ensure that the High School Feedback Report be available to the public. As a result, ISBE, ICCB, IBHE, the Illinois Shared Enrollment and Graduation File, and ACT (the "High School Feedback Parties") are in the process of creating a High School Feedback Report that will use information from public four-year institutions and community colleges to provide the state with data that will include the number and percentage of students who enroll in an institution of higher education within 16 months of receiving a regular high school diploma. The High School Feedback Report will also include information from private institutions who wish to participate. The High School Feedback Parties anticipate that the first report will be issued in spring 2010. Under the ILDS Expansion Project, the High School Feedback Parties will work toward expanding the students and information included in the High School Feedback Report.

Specifically, the High School Feedback Parties plan to make certain modifications to the report in order to capture the number and percentage of graduating students who go on to attend an institution of higher education, as required by indicator (c)(11) in the State Fiscal Stabilization Fund Phase II application. Currently, the report includes the number of graduates of a particular high school who attend an Illinois public institution of higher education, but it does not include the total number of graduating students from that high school. As a result, in order to provide the number and percentage of graduating students who go on to attend an institution of higher education, the High School Feedback Parties will work with ACT to modify the report to include in the appropriate chart the total number of graduating students from the particular high school. Additionally, the report currently only accounts for students who enroll in an Illinois public institution of higher education in the fall immediately following their graduation from high school. Therefore, the High School Feedback Parties will work with ACT to expand the scope of the report to include high school graduates who enrolled in an institution of higher education within 16 months after high school graduation. For example, the 2010-11 report will be based on 2008 high school graduates and will provide enrollment data for graduates entering a postsecondary institution of higher education during the 2008-09 school year or fall 2009.

As the report contains data only for high school graduates that attend an Illinois public institution of higher education, it cannot provide comparison data for students who attend a private institution of higher education inside or outside of Illinois, nor does it provide any data for those students who attend a public institution of higher education outside of Illinois. Therefore, the report, in its current form, fails to provide data for a large portion of Illinois high school graduates. Recognizing this limitation, the High School Feedback Parties will expand the data collected to include postsecondary institutions outside Illinois. In order to capture this additional data, ICCB, on behalf of the High School Feedback Parties, will contract with the National Student Clearinghouse, which is able to provide these data on a nationwide basis. While ICCB will initially contract with the National Student Clearinghouse to provide these data for in-state private institutions of higher education, IBHE, per the P-20 Longitudinal Educational Data System Act, is developing a process to collect student enrollment data from private in-state institutions of higher education. Once this process is established, IBHE will use its own data for private in-state students.

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IBHE will also lead the efforts of the state education partners to pursue multistate collaborations to share student performance and employment outcome data. To date, IBHE has engaged in preliminary conversations with Midwest Higher Education Compact member states and the Higher Learning Commission. In particular, IBHE will focus on pursuing data-sharing agreements with neighboring states, which tend to enroll most Illinois high school graduates who go out-of-state for college and which employ many Illinois high school and college graduates. With these data-sharing agreements in place, Illinois and its neighboring states can provide joint reports on education and employment outcomes.

iv. Access to Illinois Employment and Earnings data

ICCB will coordinate the efforts of the state education partners to provide access to employment and earnings information through the Unemployment Insurance Wage Records. ICCB has agreements with state agencies involved with the collection of the Unemployment Insurance Wage Records. As the ILDS Expansion Project develops and becomes operational, ICCB will assist in making the necessary connections to expand access to these data and information for university students and graduates and recent high school graduates. Access to these data will be at a heightened level of security to meet partner agency requirements on access and use.

Component 4: Expansion of Early Childhood Data Collection Systems

a. Overview

The Illinois longitudinal data system currently includes data on children participating in state-funded prekindergarten programs and special education early childhood programs. Through the ILDS Expansion Project, ISBE will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the state longitudinal data system to capture information on all of the state-funded programs in Illinois serving children from birth to five.

The plan for expanding the Early Childhood Data Collection System was developed from recommendations by the Early Childhood Data Work Group, a work group of the Executive Committee of the Illinois Early Learning Council and the Early Learning Council Infant and Toddler Monitoring work group. The Early Childhood Data Collection System will be expanded to allow for:

- Data collection on children from birth to five who are receiving state- or federally funded early childhood services;
- Data collection on programs serving children from birth to five who receive state or federal funds, including data on practitioners working in these programs;
- Varying levels of user access to system information; and
- Integration of currently used data systems (care and education, health, child welfare, etc.).

Currently, the Early Childhood Block Grant funds programs for children from birth to five, but ISBE collects data through SIS only on children at ages three and four who are enrolled in the state Preschool for All and PreK At-Risk programs. Through the ILDS Expansion Project, ISBE

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will expand the data collection system to ensure that the system is able to capture information on all of the state-funded programs in Illinois serving children from birth to five.

b. Component 4 Project Elements

i. Project Planning and Development

Data on children in state-funded preschool and special education early childhood programs are included in SIS. Preschool children are assigned a SID upon enrollment. In order to achieve a data system that will gather recommended data elements on children from birth to five, ISBE plans to assign children enrolled in state-funded infant and toddler programs (Prevention Initiative) a SID when they enroll in center-based programs or home visiting services funded by the Early Childhood Block Grant. Additionally, ISBE will add data elements to SIS in order to collect the information on infants, toddlers, and preschoolers, as well as the programs that serve them. ISBE will expand its current contract with the SIS vendor to assist ISBE with integrating infants and toddlers into SIS, and creating recommendations for integrating into SIS additional data elements on young children enrolled in Illinois programs funded by the Early Childhood Block Grant.

ii. System Design and Implementation

ISBE, in conjunction with the SIS vendor, will design and implement an Early Childhood Data System, with the following conditions and specifications:

- Assign SIDs to infants and toddlers in programs funded by the Early Childhood Block Grant;
- Design and implement the data collection plan for children from birth to three (within the structure of SIS), which would include identification of missing data elements, identify those elements currently missing not being collected, and create common standards and definitions for data elements;
- Add the recommended data elements to SIS and ensure that integration into SIS is complete;
- Ensure that processes are in place to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs available in Illinois, including preschool programs;
- Make changes to the system based on preliminary analysis of how well the system is able to address the needs identified by ISBE and recommended by applicable work groups;
- Create and implement training and technical assistance plans for agencies that will be contributing data to system, which would include training sessions before system implementation and ongoing technical assistance;
- Identify and respond to problems that may arise in collecting recommended data; and
- Design a plan and budget for ongoing system maintenance.

In addition, for children in preschool programs, ISBE, through its contract with the SIS vendor, will research and integrate additional data elements that will contribute to improving the quality of services provided to children through such programs. This process will include:

- An analysis of currently collected data elements and creation of a “cross-walk” between what is collected and elements that have been recommended to create a final list of elements to be added to the system;

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- Integration of additional data elements into SIS for children in preschool programs, and data elements on programs serving children ages three and four;
- Development of common standards and definitions for data elements as needed;
- Development of a set of common reports for ISBE and individual program use; and
- Enhancement of existing training and technical assistance plans for agencies that are contributing data to system.

C. TIMELINE FOR PROJECT OUTCOMES

The following timelines identify the milestones and the corresponding activities for each of the four components of this application. Federal funds received through this grant will be used during the time period beginning July 1, 2010, and ending June 30, 2013. Activities indicated as taking place outside of this time period will not be financed through federal funds awarded for the ILDS Expansion Project.

1. Establish a Statewide Transcript System for Middle and High School Students.			
Project Outcome	Project Tasks	Responsible Parties*	Beginning/End Dates
Establishment of a Statewide Transcript System for Middle and High School Students	Design and establish a statewide course classification system for high school and middle school students.	ISBE and course code facilitator (with advisory input from ISAC, ISAC vendor, ICCB, IBHE, and other stakeholders selected by ISBE)	January 4, 2010/ June 30, 2010
	Preliminary plan and design for linking SIS data with the statewide transcript system, including the number of data transfers necessary for each year.	ISAC, ISBE, and SIS, LDS, and STS project managers	January 4, 2010/ June 30, 2010
	Preliminary plan for processes to map local course descriptions to the statewide course classification system.	ISBE and course code facilitator	January 4, 2010/ June 30, 2010
	Implement a pilot project to validate assumptions, test the project plan, and explore barriers to implementation.	ISAC, ISBE, and course code facilitator	April 1, 2010/ June 30, 2010
	Develop stakeholder engagement processes to inform system development and course classification system.	ISAC, ISBE, and course code facilitator	January 4, 2010/ June 30, 2010
	Implement transcript statewide for all public high schools, to include: <ul style="list-style-type: none"> ▪ Direct upload of transcript data to SIS. ▪ Establishment of data feeds from 	System vendor, with ISAC and ISBE oversight	July 1, 2010/ September 30, 2011

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1. Establish a Statewide Transcript System for Middle and High School Students.			
Project Outcome	Project Tasks	Responsible Parties*	Beginning/End Dates
	<p>SIS to: i) the State Transcript Depository for the development of transcripts, ii) ISAC for scholarship and student assistance programs, and iii) postsecondary institutions for student application and enrollment functions.</p> <ul style="list-style-type: none"> ▪ Field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels to provide technical assistance for SIS data uploads. 		
	<p>Implement course and grade data collection statewide for all public middle schools. This will include similar tasks as required for implementation in high schools, except that the data will only be fed to ISBE for integration with student data in SIS.</p>	System vendor, with ISAC and ISBE oversight	October 1, 2011/ September 30, 2012

*Course code facilitator = The consultant will be selected to conduct the project planning and stakeholder engagement activities.

System vendor = Procured by ISAC to implement the Statewide Transcript Repository.

2. Integration of Student-level Data with Teacher and Administrator Data.			
Project Outcome	Project Task	Responsible Party(ies)*	Beginning/End Dates
Integration of Student-level Data with Teacher and Administrator Data	Plan and analyze for the development and collection of the course codes in conjunction with Statewide Transcript System.	ISBE, ISAC, and course code facilitator	January 4, 2010/ June 30, 2010
	Plan and analyze to modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR.	ISBE, SIS vendor, and TCIS/ECS/TSR vendor	January 4, 2010/ June 30, 2010
	Develop business rules for teacher-student linkages.	ISBE and TCIS/ECS/TSR vendor	January 4, 2010/ December 31, 2010

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2. Integration of Student-level Data with Teacher and Administrator Data.			
Project Outcome	Project Task	Responsible Party(ies)*	Beginning/End Dates
	Implement redesign of TCIS/ECS and TSR systems, to include: <ul style="list-style-type: none"> ▪ Redesign TCIS, TCIS Scanning, and ECS to create integrated website for more effective teacher performance evaluations. ▪ Modify TSR with course code and letter grades captured through SIS and link such information to teacher-level data in TSR. ▪ Collect data for each teacher and principal indicating the summative evaluation rating for each performance evaluation. 	ISBE and TCIS/ECS/TSR vendor	July 1, 2010/ June 30, 2012
	Develop Performance Evaluation Report and Survey to provide greater transparency in teacher performance evaluations and pilot administration of Survey.	ISBE	January 4, 2010/ August 31, 2010
	Administer Performance Evaluation Report and Survey to all Illinois LEAs.	ISBE	September 1, 2010/December 31, 2010
	Continue development of Teacher Data Warehouse to match teacher and administrator preparation to student performance.	ISBE	January 4, 2010/ June 30, 2013

*TCIS/ECS/TSR Vendor = Procured by ISBE to implement the redesign of the TCIS/ECS and TSR systems.

3. Continued Expansion and Development of Postsecondary Education Data Systems.			
Project Outcome	Project Task	Responsible Party(ies)*	Beginning/End Dates
Link higher education data into the Illinois Longitudinal Data System	Modify existing data definitions and collection periods to correspond to nationally used definitions.	IBHE, ICCB, Higher Education Data Consortium Committees	July 2010/ December 2010** **(ongoing, also use 2009 IES Grant funds)
	Work with new consortium to develop consistent collection processes and appropriate database	IBHE, ICCB, Higher Education Data Consortium Committees	July 2010/June 2013 (ongoing)

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3. Continued Expansion and Development of Postsecondary Education Data Systems.			
Project Outcome	Project Task	Responsible Party(ies)*	Beginning/End Dates
	safeguards for relational databases.		
	Develop secondary student ID (to SSN) for tracking students who do not have an ISBE SID, such as returning adults.	IBHE, ICCB, Higher Education Data Consortium Committees	July 2010/June 2011
	Work with the IBHE Disability Advisory Committee to i) determine collection process, data elements, and definitions, and ii) undertake research on retention, completion, and employment of students with reported disabilities.	IBHE, IBHE Disabilities Advisory Committee, ICCB, Higher Education Data Consortium Committees	July 2010/June 2013 (ongoing)
	Work with colleges and universities and ISAC to add student financial aid data to the ILDS.	IBHE, ICCB, ISAC, Higher Education Data Consortium Committees	April 2010/December 2010** **(ongoing, also use 2009 IES Grant funds)
Provide useful and transparent performance and accountability reporting for community colleges and higher education	Develop ICCB web portal for Perkins IV Core Measures and pilot web portal containing information by college and performance measure.	ICCB	January 4, 2010/June 30, 2010
	Develop ICCB web portal for Tech Prep/Partnerships for College and Career Success and pilot web portal containing information by partnership and performance measure.	ICCB and ISBE	July 1, 2010/October 31, 2010
	Provide regional training to end users of cited websites.	ICCB	June 1, 2010/January 31, 2011
	Develop enhanced Performance/Accountability Reports by ICCB to increase performance, transition measure, and indicator reporting transparency.	ICCB	November 1, 2010/February 29, 2012

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3. Continued Expansion and Development of Postsecondary Education Data Systems.			
Project Outcome	Project Task	Responsible Party(ies)*	Beginning/End Dates
	Improve higher education performance and accountability reporting through development of online reporting tools that will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the IBHE website and increase accountability and utility.	IBHE	October 1, 2010/ June 30, 2011
Access public and private higher education data nationwide to better track transfer and concurrent enrollment	Plan and design modifications to High School Feedback Report to expand upon information regarding postsecondary enrollment and performance.	ISBE, IBHE, ICCB, Illinois Shared Enrollment and Graduation File	January 4, 2010/ October 31, 2010
	Plan and design process to incorporate data from the National Student Clearinghouse to access public and private higher education data nationwide to better track transfer and concurrent enrollment students.	ICCB, IBHE, ISBE	January 4, 2010/ October 31, 2010
	Pursue and enter into multistate collaborations to share postsecondary student data, particularly with neighboring states.	IBHE, ICCB, ISAC	July 1, 2010/ June 30, 2012
Access Illinois Employment and Earnings Data	Develop data-sharing agreements with Unemployment Wage Record Office and link information from Unemployment Wage Record.	ICCB	January 1, 2011/ June 30, 2011

4. Develop and Implement an Early Childhood Data Collection System.			
Project Outcome	Project Task	Responsible Parties	Beginning/End Dates
Expansion of Early Childhood Data Col-	Design plan for assigning a SID to infants and toddlers in programs funded by the Early Childhood Block Grant.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	January 4, 2010/ June 30, 2010

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4. Develop and Implement an Early Childhood Data Collection System.			
Project Outcome	Project Task	Responsible Parties	Beginning/End Dates
lection System to capture information on all Illinois state-funded programs serving children from birth to five			
	Assign a SID to infants and toddlers in programs funded by the Early Childhood Block Grant.	ISBE	January 4, 2010/June 30, 2010
	Design and implement the data collection plan for children from birth to three (within the structure of the SIS), to include identifying missing data elements, identifying those elements currently missing not being collected, and creating common standards and definitions for data elements.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	July 1, 2010/September 30, 2010
	Add the recommended data elements to SIS and ensure that integration into SIS is complete.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/December 31, 2010
	Ensure that processes are in place to match infants and toddlers to their SIDs when enrolling in or transitioning to the early learning programs available in Illinois, including preschool programs.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/December 31, 2010
	Make changes to the system based on preliminary analysis of how well the system is able to address the needs identified by ISBE and recommended by applicable work groups.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	January 1, 2011/June 30, 2011
	Create and implement training and technical assistance plans for agencies that will be contributing data to system, to include training	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/June 30, 2011

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4. Develop and Implement an Early Childhood Data Collection System.			
Project Outcome	Project Task	Responsible Parties	Beginning/End Dates
	sessions before system implementation and ongoing technical assistance.		
	Identify and respond to problems that may arise in collecting recommended data.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	January 1, 2011/September 30, 2011
	Design a plan and budget for ongoing system maintenance.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	January 1, 2011/June 30, 2011
	For preschool programs, analyze currently collected data elements to create a cross-walk between what is collected and elements that have been recommended, to create a final list of elements to be added to the system.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	July 1, 2010/September 30, 2010
	Integrate additional data elements into SIS for children in preschool programs, and data elements on programs serving children ages 3 and 4.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/December 31, 2010
	Develop common standards and definitions for data elements as needed and develop a set of common reports for ISBE and individual program use.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/December 31, 2010
	Enhance existing training and technical assistance plans for agencies contributing data to system.	ISBE, in partnership with the Illinois Early Learning Council, Data Work Group	October 1, 2010/June 30, 2011

D. PROJECT MANAGEMENT AND GOVERNANCE PLAN

Overview

The ILDS Expansion Project will be governed by ISBE, in partnership, as applicable, with ICCB, IBHE, and ISAC. As established through the 2009 IES Grant, the State Education Data Advisory Committee, which includes all of the entities responsible for operating the statewide data system, will provide vital guidance and recommendations for management and governance of the ILDS Expansion Project. In addition, these agencies will enter into data-sharing agreements, as necessary, to address the technical and legal requirements associated with

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particular data merges. The State Education Data Advisory Committee will advise on the scope of the data-sharing agreements and assist in resolving any differences among the partners with respect to data-sharing processes. Each of the proposed grant components outlined herein will also include engagement and participation by a broad range of stakeholders, including representatives of LEAs and postsecondary educational institutions. In addition, where applicable, ISBE and its partners will consult with various stakeholders and individuals from other states who have developed and successfully implemented similar components as those proposed under this application.

Project Management Office

ISBE will establish and maintain a Project Management Office to support management of the information technology project components and to manage day-to-day operations and coordination with the State Education Data Advisory Committee. The Project Management Office will be jointly administered by project sponsors Dr. Connie Wise, the Assistant Superintendent for Standards and Assessments, and Terry Chamberlain, division administrator of the ISBE Data Systems Division. (See Section D–Staffing for additional information.) The Project Management Office will also include the contractual project manager, who will be supervised by the project sponsors and be responsible for overseeing implementation of all components of the ILDS Expansion Project. The contractual project manager was selected by ISBE in November 2009 to carry out activities under the 2009 IES Grant. The scope of the contractual project manager’s agreement with ISBE also includes responsibility for the components included in the ILDS Expansion Project. Given the scope of the work to be accomplished, ISBE will also enter into a contract with an assistant project manager to work with the project manager to ensure that all activities are completed.

The Project Management Office will be responsible for:

- Overseeing and directing the activities of external contractors.
- Overseeing and approving all project activities.
- Maintaining a master ILDS Expansion Project schedule.
- Coordinating with ISBE staff and external contractors to ensure that the project remains on schedule and within budget.
- Scheduling regular internal ISBE meetings and providing minutes, task assignments, and schedule updates following these meetings.
- Framing project issues for discussion and input by the State Education Data Advisory Committee to ensure external collaboration and feedback on project implementation.

Internal Coordination and Management Controls

The Project Management Office will be accountable to the State Superintendent of Education and ISBE for ensuring that the project is completed on time and within scope and budget. Susan Morrison, ISBE Deputy Superintendent/Chief of Staff, will serve as the primary liaison between the Project Management Office and the State Superintendent of Education and State Board of Education members to ensure that agency leadership provides general oversight and, when necessary, direction or approvals for major project activities. Dr. Wise will be responsible for

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reporting on the progress of the ILDS Expansion Project at biweekly ISBE senior staff meetings, which are attended by the State Superintendent of Education and other ISBE leadership team members.

Through ISBE procurement and hiring procedures, a variety of management controls will ensure accountability and transparency for all major project activities. Before issuing any request for proposals or contractual award, the Project Management Office will be required to present the request to and receive approval from the ISBE Expenditure Review Committee, which consists of management staff from the ISBE Fiscal, Legal, Procurement, and Internal Audit divisions. Any request for proposals or contractual award exceeding \$1 million must also receive the approval of the State Board of Education members.

The contractual project manager will be tasked with undertaking project evaluation activities and preparing bimonthly reports on ILDS Expansion Project implementation to the State Superintendent of Education, State Board of Education members, and members of the State Education Data Advisory Committee. These reports will include: i) a detailed description of the progress of all ILDS Expansion Project components, including a critical path chart illustrating the progress made; ii) a statement of significant project issues that remain unresolved and project manager recommendations; iii) an updated report on whether the project remains on schedule and budget, and actions being taken to correct schedule delays and budget overruns; and iv) a summary of any significant project events that are scheduled to occur during the upcoming 60-day period. In addition, ISBE, through its website, will create a web page specifically dedicated to the development and implementation of the Illinois Longitudinal Data System, including the components included in the ILDS Expansion Project. Other key stakeholders in the ILDS Expansion Project will provide links to this web page from their individual websites. Various stakeholders will be consulted on the design and content of the web page.

(Please see Appendix D for letters of support evidencing the anticipated participation and coordination by all partner agencies and institutions involved in the ILDS Expansion Project.)

E. STAFFING

ISBE Staff

Dr. Connie Wise, Assistant Superintendent for Standards and Assessment, and Terry Chamberlain, division administrator of the ISBE Data Systems Division, will provide administrative oversight as project sponsors, jointly overseeing the Project Management Office and supervising the contractual project manager. Both have been responsible for overseeing SIS development. Dr. Wise and Mr. Chamberlain will work closely with the project manager and assistant project manager to guide the ILDS Expansion Project to a successful conclusion.

Susan Morrison, Deputy Superintendent/Chief of Staff, will serve as the primary liaison between the Project Management Office and the State Superintendent of Education and State Board of Education members. Ms. Morrison will provide regular reports to the State Superintendent of Education and State Board of Education members on the status of the ILDS Expansion Project and will ensure that all ISBE divisions provide necessary support for its implementation.

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Other ISBE staff involved in the project will include:

- Scott Norton, division administrator for the ISBE Technology Support Division, will serve as the technology support specialist for the project. Mr. Norton has more than 15 years of data-processing experience. Mr. Norton will assist with any equipment or capacity questions.
- Wilma VanScyoc, ISBE assistant legal advisor, will provide legal support for the project in the areas of procurement, contracting, and privacy protection/access procedures.
- The two division supervisors in the ISBE Data Systems Division will serve as the ISBE data systems specialists for the project, providing technical support to the Project Management Office, the State Education Data Advisory Committee, and other project staff through their expertise in data systems, specifically in the current ISBE data instruments.
- Shane Lively, in the ISBE Data Systems Division, will serve as the database administrator for the project, reviewing all designs for project systems, coordinating with the data warehouse contractor on database creation, and serving as the primary staff person responsible for data security issues.
- Marica Cullen, division administrator for Curriculum and Instruction, will serve as the coordinator of the course code facilitator contract, with responsibility for supervising the contractual position and facilitating meetings with educators.
- Gayle Johnson, division administrator for Data Analysis and Progress Reporting, will serve as the coordinator of the TSR revision, overseeing the drafting of the request for proposals, monitoring the contract, and working closely with the TCIS/ECS revision activities.
- Linda Jamali, division administrator for Educator Certification, will serve as the coordinator for the TCIS/ECS revisions, overseeing the drafting of the request for proposals, monitoring the contract, and working closely with the TSR activities.

All ISBE staff contributions to the ILDS Expansion Project will be in-kind.

Contractual Support

To implement the ILDS Expansion Project, contractual support will be provided through: the project manager for the ILDS Project; an assistant project manager; a course code facilitator to assist with implementation of the Statewide Transcript System (Component 1); the SIS vendor to assist with data collection and distribution (Components 1, 2, and 4); a vendor to redesign the TCIS/ECS and TSR Systems (Component 2), and ACT for modifications to the High School Feedback Report (Component 3). Through a statewide data transcript system vendor, ISAC will be responsible for implementation of the data transcript system statewide for all public middle and high schools, which will include facilitating the upload of transcript data from LEAs to and establishing data feeds from SIS (Component 1). ICCB will enter into an agreement with the National Student Clearinghouse for access to postsecondary data (Component 3). All contracts will be procured in accordance with Illinois law and applicable agency procedures.

Project Manager

ISBE has retained a contractual, full-time project manager to oversee implementation of all components of the ILDS Expansion Project. Under the supervision of the project sponsors, the project manager will be responsible for:

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- Initiating and coordinating the project components described in this proposal.
- Providing project management oversight, monitoring the performance of all project components, and serving as the liaison to the data systems provider management and staff.
- Managing ISBE partnerships that are established to support the ILDS Expansion Project.
- Coordinating the selection of external consultants and determining the skill sets required.
- Managing vendor teams that are procured to support the build of the ILDS Expansion Project.
- Setting up the mechanisms to manage project quality, risk management, configuration management, testing, and communication for the ILDS Expansion Project.
- Maintaining continual communication with ISBE on the status of the project.

Assistant Project Manager

ISBE will seek a contractual full-time assistant project manager to assist with implementation of all components of the ILDS Expansion Project. Under the supervision of the project sponsors and direction of the project manager, the assistant project manager will be responsible for:

- Assisting and supporting the project manager in initiating and coordinating the project components, as described.
- Drafting requests for proposals.
- Working with ISBE legal staff to draft memoranda of understanding and data-sharing agreements.
- Working with the various partnerships established to support the ILDS Expansion Project.
- Managing vendor teams established to support the build of the Illinois longitudinal data system.
- Monitoring contract timelines, memoranda of understanding, and data-sharing agreements to ensure that product delivery is accomplished per established deadlines.

Course Code Facilitator, Statewide Data Transcript Contractor, and TCIS/ECS and TSR System Redesign Contractor

The following criteria will be used to select the contractors for the Course Classification System, the Statewide Data Transcript System component and the TCIS/ECS and TSR System Redesign component of the ILDS Expansion Project:

- Documented experience in design, implementation, and evaluation of data collection and analysis systems for educational entities.
- Demonstrated expertise in data repository applications.
- Experience in developing dissemination strategies for large-scale data reports.
- Knowledge of risk assessment strategies and their application to educational programs.
- Demonstrated expertise in working with multiple organizations and units within an organization to bring disparate data definitions and business rules into one system.
- Adequate personnel and other resources necessary to complete the required activities.
- A successful track record with similar projects.

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ISBE Staff and Contractual Support for the Project

ISBE Staff (all in-kind)	Time on Project
Project Sponsor–Connie Wise	20%
Project Sponsor–Terry Chamberlain	20%
Liaison to State Superintendent of Education and State Board of Education Members–Susan Morrison	5%
Technology Support Specialist–Scott Norton	5%
Legal Support–Wilma VanScyoc	5%
Data System Specialist–Warren Summers	25%
Data System Specialist–John Shake	25%
Database Administrator–Shane Lively	15%
Coordinator–Course Code Facilitator–Marica Cullen	10%
Coordinator–TSR Revisions–Gayle Johnson	10%
Coordinator–TCIS/ECS Revisions–Linda Jamali	10%
Contractual Staff	Time on Project
ILDS Project Manager–Expansion of current contract	10%
ILDS Assistant Project Manager–To be hired	100%
Course Code Facilitator–To be hired	100%
SIS Vendor–Expansion of current contract	25%
ACT–Expansion of current contract	10%
TCIS/ECS/TSR Vendor–To be hired	100%
ISAC: Statewide Data Transcript System Contractor–To be hired	100%
ICCB: National Student Clearinghouse–Contractual services	100%
IBHE–Contractual services	100%

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Appendix A Pages: 7** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) proposal--Appendix A (12-09).pdf**

Appendix A

Performance Indicators for the ICCB Performance Report Measures

Sample Affordability performance indicators include: Tuition and Basic Fees for a Full-time In-district Student (3M1); Number of Enrolled Students who receive Monetary Award Program (MAP) Grants (3M2); Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3); the Number of Enrolled Students Who Receive Pell Grants (3M4); and First Generation College Students (3M6).

Current sample High Expectations and Quality Measures include: Pass Rate on Professional Licensure Exams for Registered Nurse, Dental Hygiene, Radiologic Technology, and Emergency Medical Technician (5C2); Average Class Size (5M4); Transfer Rates (5M3); Full-Time Baccalaureate/Transfer Faculty Preparation (5M5); Graduate Satisfaction by College (5C1); and Retention in Employment (5M2).

Current sample Economic Growth Measures include: Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1); Annual Number of Community College Graduates By Broad Field of Study (1S3); Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers (1M1); Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M2); Number of Businesses Attracted or Retained Through College Business and Industry Centers (1M4); and Total Number of Business and Industry Center Courses/Workshops Conducted (1M6).

Current sample Access and Diversity Measures include: Individuals with Disabilities Completions (4C1); Race/Ethnicity Completions for Minority Combined, Asian, African American, Latino, Native American, Nonresident Alien, and White (4C1); Gender Completions (4C1); Number of Students Enrolled by Disability Status, Race/ethnicity, and Gender (4M1); Number of Students Served Through Developmental Coursework (4M6); Developmental Credits Earned Versus Attempted (4M7); Percentage of Full-time Combined Minority Faculty (4M10); Number of Courses Offered through Distance Learning (4M8); Number of Students Served through Distance Learning (4M9); Number of Full-Time Administrators by Race/ethnicity (4M11); Percentage of Full-Time Combined Minority Professionals (4M12); and Annual Unduplicated Noncredit Course Enrollments (4M13).

Current sample Accountability and Productivity Measures include: Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1); Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2); Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150 percent of Catalog Time, or are Still Enrolled or Transferred (6C3); Population Served (6M1); Full-Time Equivalent Student/Faculty Ratio (6M6); Number of Students Served Through Dual Enrollment Courses (6M9); One Year Advancement for Students in Remedial Credits who Return (6M3); and Credit Hours Generated (6M7).

Appendix A

Perkins Core Measures and Tech Prep Performance Measures

Perkins Core Measures

- 1P1 Technical Skill Attainment—the number of CTE concentrators who completed a degree or occupational certificate or who are still enrolled in the institution or have transferred within 4 years of enrollment divided by the number of CTE concentrators.
- 2P1 Credential, Certificate or Diploma Completers—the number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year divided by the number of CTE concentrators in the postsecondary education tracking cohort for the reporting year.
- 3P1 Fall-to-Fall Student Retention or Transfer—the number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year divided by the number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, certificate, or degree in the previous reporting year.
- 4P1 Student Placement—the number of CTE concentrators who completed a program and were working (placed or retained in employment) or placed in military service or apprenticeship programs in the 2nd post program quarter divided by the number of CTE concentrators who completed and left postsecondary education during the reporting year.
- 5P1 Nontraditional Participation—the number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year divided by the number of CTE participants who enrolled in a program that leads to employment in nontraditional fields during the reporting year.
- 5P2 Nontraditional Completion—the number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year divided by the number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Perkins IV Tech Prep Performance Measures

ICCB and ISBE work jointly on Tech Prep initiatives in Illinois. In Illinois, Tech Prep is known as Partnerships for College and Career Success (PCCS). The Perkins IV Illinois State Plan narrative explains the purpose of Tech-Prep\PCCS as follows: “Tech Prep in Illinois is a statewide initiative, supported in part by federal funds, in existence for promoting high-skill, high-wage, high-demand occupations. Secondary and postsecondary schools work collaboratively with local partners to establish coursework and services that allow for smooth transition. Career and technical education programs meet the criteria for preparing students for employment in a career and technical field. Illinois has a well-developed career and technical education delivery system through the 57-member Education for Employment system, 39 community college districts, and 40-member Tech Prep consortium.” Furthermore, “The Illinois Community College Board distributes Perkins funds to the 39 Illinois community college districts, as well as to the secondary and postsecondary members of the 40 Illinois Tech Prep Consortia.” (See http://www.isbe.net/career/pdf/perkins_state_plan0713.pdf.)

Appendix A

The official federal definition of a Postsecondary Tech-Prep student is that they completed Tech-Prep Secondary component and enrolled in Postsecondary Tech Prep component. Performance Measures for Tech Prep include the number and percent:

- Enrolled overall in Secondary Tech Prep.
- Complete Secondary attainment of high school diploma/certificate or industry recognized credential.
- Enroll overall in Postsecondary Education.
- Enrolling in same field/major Secondary and Postsecondary.
- Participating in Dual Enrollment and Dual Credit for Tech Prep Secondary students (combined count).
- Tech Prep Secondary students enrolling in remedial math, writing or reading courses Upon Postsecondary entry.
- Achieving Placement in related field employment within 12 months after Tech Prep program graduation.
- Achieving Overall Postsecondary Completion -- Attainment of certificate, degree or industry recognized credential.
- 2-Year Completion in "Normal Time"--attainment of 2-year degree or certificate within normal program completion time.
- Bachelors Completion in "Normal Time"--attainment of 4-year degree within the normal time for program completion.
- Additionally, Tech Prep is reported as a separate breakout on Perkins Postsecondary Core Measures.

MEMORANDUM OF UNDERSTANDING BETWEEN ISAC AND ISBE

THIS MEMORANDUM OF UNDERSTANDING is entered into as of the 19th day of November, 2009, by and between the Illinois State Board of Education ("ISBE") and the Illinois Student Assistance Commission ("ISAC"). ISAC and ISBE agree to cooperate to achieve objectives in three core, related areas:

1. Establishment of a statewide transcript data collection system;
2. Establishment of a statewide college and career planning portal; and
3. Establishment of data sharing agreements to further research and evaluation.

ISAC and ISBE will coordinate activities with the Illinois Community College Board ("ICCB") and the Illinois Board of Higher Education ("IBHE") as appropriate.

1. Statewide Transcript Data Collection System

- Subject to the mutual understandings described in Section 4 below, ISAC or a vendor selected by ISAC ("ISAC Vendor") will develop and maintain a system to collect student-level transcript information, including information on courses enrolled, completed, and grades earned, from all public middle and high schools throughout the State ("Statewide Transcript Data Collection System"). Any contract with an ISAC Vendor or ISAC system must include implementation support, including rollout and ongoing technical assistance to school districts.
- ISBE, ISAC, and, if applicable, ISAC Vendor will cooperatively seek to develop a Statewide Transcript Data Collection System in accordance with the following timelines and requirements:

Implementation Date	Requirement
June 30, 2010	a. ISAC Vendor, ISAC, and ISBE determine statewide data extraction options, which must include: (i) direct extraction from an agreed-upon list of local Student Information Systems; and (ii) extraction from pdf transcript files. b. ISAC Vendor, ISAC, and ISBE work with all districts to add unique student ID to student transcripts for 2010 graduating class and beyond. c. ISBE, with advisory input from ISAC, ISAC Vendor, ICCB, IBHE, and other stakeholders selected by ISBE, establishes statewide course classification system for high school courses based upon the federal School Codes for Exchange of Data or a similar course classification system. d. ISAC and ISBE agree to process for integrating transcript data elements within the ISBE Student Information System, including the number of data collections necessary for each year. e. ISAC and ISBE agree to software and processes for mapping local course descriptions to the statewide course classification system.
June 30, 2011	ISBE, with advisory input from ISAC, ISAC Vendor, if applicable,

	ICCB, IBHE, and other stakeholders selected by ISBE, establishes statewide course classification system for middle school courses.
September 30, 2011	ISAC Vendor, if applicable, and ISAC implement transcript data collection statewide for all public high schools.
September 30, 2012	ISAC Vendor, if applicable, and ISAC implement course and grade data collection statewide for all public middle schools.

- ISBE will exercise its authority under state and federal law, including the authority granted to ISBE under P.A. 96-0107, to ensure full participation by all public middle and high schools in the Statewide Transcript Data Collection System.
- ISBE and ISAC will establish agreements and data transfer mechanisms to integrate the Statewide Transcript Data Collection System with the ISBE Student Information System (SIS) and other relevant data systems (including, but not limited to, a learning and performance management system that may be developed if Race to the Top grant funding is received by ISBE).
- ISBE, ISAC, and ISAC Vendor, if applicable will ensure that transcript data collection arrangements with districts allow for ongoing storage of transcript data.

2. Statewide College and Career Planning Portal

- ISAC and ISAC Vendor, if applicable will establish and maintain a statewide college and career planning portal that, consistent with the requirements of P.A. 96-0107, links data to student college and career planning resources, facilitates the submission of electronic transcripts and scholarship and financial aid applications, and enables the transfer of student records to officials of a school or institution of higher learning where a student enrolls or intends to enroll ("Statewide College and Career Planning Portal").
- ISBE, ISAC, ICCB, IBHE, and ISAC Vendor, if applicable, will cooperatively explore and, if feasible, develop the capability to pre-populate the Statewide College and Career Planning Portal with:
 - Transcript data collected through the Statewide Transcript Data Collection System;
 - State assessment data;
 - EPAS and WorkKeys data;
 - Other relevant data collected by the State.
- ISAC and ISAC Vendor, if applicable, will administer the authentication system and provide technical assistance for all users of the Statewide College and Career Planning Portal.
- ISAC and ISAC Vendor, if applicable, will cooperate with ISBE, ICCB, and IBHE to explore and develop modifications and improvements to the Statewide College and Career Planning Portal. Possible modifications and improvements include:
 - Parent portal;
 - Integration with counseling resources;
 - Social networking functions with mentors, advisors, and peers; and
 - Integration or adoption of state-wide authentication capabilities.
- ISAC and ISAC Vendor, if applicable will cooperate with ISBE to integrate the Statewide College and Career Planning Portal with any future learning and performance

management system that may be developed if Race to the Top grant funding is received by ISBE.

3. Data Sharing Agreements to Further Research and Evaluation

- ISBE and ISAC will cooperate with ICCB, IBHE, and other appropriate state agencies to establish data sharing agreements that are in full compliance with federal and state privacy laws to further State research and evaluation objectives. Specifically, as required by P.A. 96-0107, ISBE, ISAC, ICCB, and IBHE will develop procedures and systems to evaluate the relationship between need-based financial aid and student enrollment and success in institutions of higher learning.

4. Funding

- ISAC will develop a budget through Fiscal Year 2013 for the development and implementation of the Statewide Transcript Data Collection System and the Statewide College and Career Planning Portal. The budget shall indicate total costs to develop and maintain both systems and any optional features.
- ISAC and ISAC Vendor, if applicable will indicate in the budget critical dates for obtaining funding commitments to fully develop the Statewide Transcript Data Collection System and the Statewide College and Career Planning Portal. In any instance where ISBE must provide funding to develop the systems, ISBE will inform ISAC on or before the critical dates as to whether funding has been obtained.
- In any instance where funding cannot be obtained to fully develop the Statewide Transcript Data Collection System and the Statewide College and Career Planning Portal, ISAC and ISBE will cooperatively develop modifications to the plans for such systems consistent with both agencies' policy objectives and requirements under state and federal law.
- Both ISBE and ISAC will pursue state, federal, and foundation funding for the full development of the Statewide Transcript Data Collection System and the Statewide College and Career Planning Portal.
 - Specifically, ISBE agrees to pursue IES Longitudinal Data System Grant funding and Race to the Top funding for the development of such systems.
 - Specifically, ISAC agrees to pursue College Access and Completion Innovation Funds for the development of such systems.

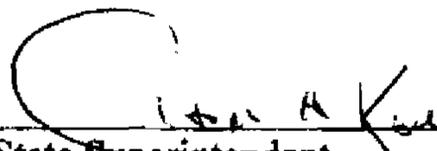
5. Nature of Commitment; Future Evaluation and Amendments

- This Memorandum of Understanding is intended to set forth ISBE's and ISAC's mutual understandings and intentions in the areas described herein. However, it is not intended to legally bind either party to any particular course of action or expenditure of funds or staff resources. The parties will enter into contractual agreements with each other, outside vendors, and other parties as necessary to carry out the understandings and intentions expressed in this Memorandum of Understanding.

- ISAC and ISBE will annually evaluate the understanding and intentions described in this Memorandum of Understanding and determine the need for amendment or termination. Either party may terminate this Memorandum of Understanding at any time.

In demonstration of their agreement to the terms set forth in this Memorandum of Understanding, the State Superintendent and Executive Director of ISAC have set forth their signature below.

ILLINOIS STATE BOARD OF EDUCATION


State Superintendent Date

ILLINOIS STUDENT ASSISTANCE COMMISSION


Executive Director Date

8782088_v4 11-19-2009

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Appendix B Pages: 25** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Appendix B--Resumes (12-09).pdf**

Connie J. Wise, Ph.D. 217/782-0354 E-mail: cwise@isbe.net
Illinois State Board of Education, Department of Standards and Assessments,
Assistant Superintendent

EDUCATION

Ph.D. Educational Leadership/Administration
Southern Illinois University, Carbondale, IL
M.A. Sociology/Anthropology
Sangamon State University, Springfield, IL
B.A. Psychology/Elementary Education
Milligan College, Milligan College, TN

PROFESSIONAL EXPERIENCE

- 2007-Present Assistant Superintendent, Illinois State Board of Education, Department of Standards and Assessments, Springfield, IL
Supervise the Assessment, Curriculum and Instruction, and Data Analysis division administrators; participate in Senior Management policy decisions; represent the agency on various federal committees related to data collection and analysis.
- 1995-2007 Division Administrator, Illinois State Board of Education, Division of Data Analysis and Progress Reporting Division (formerly Research), Springfield, IL
Supervise staff in conducting data collection, statistical analysis, program evaluation, implementation of NCLB AYP provisions and reporting; special staff studies; state liaison to federal organizations NCES, CCSSO, and NCREL; budget and division plan development.
- (2003) For six months was also the Interim Division Administrator for Assessment until a manager was hired.
- 1990-1995 Assistant Superintendent, Illinois State Board of Education, Department of Planning, Research and Evaluation, Springfield, IL
Supervise managerial staff in the conduct of policy research, program evaluation, and statistical analysis and reporting; rules development; waiver processes; issue scanning and special studies; staff Board Policy and Planning Committee; state liaison to federal organizations.
- 1989-1990 Manager, Illinois State Board of Education, Research Section, Springfield, IL
Responsibilities included budget development, long-range planning of research activities, and supervision of professional staff in the conduct of policy research, statistical analysis and reporting. Formulating and analyzing policy questions; reviewing and approving research designs and methodologies; critiquing and approving agency research reports; making presentations to the State Board and others regarding relevant policy research findings.

- 1987-1989 Manager (and Acting Manager of Research Section), Illinois State Board of Education, Evaluation Section, Springfield, IL
Responsibilities included budget development, long-range planning of research activities; supervision of professional staff in the conduct of policy research, statistical analysis and reporting; formulating and analyzing policy questions; reviewing and approving evaluation/research designs and methodologies; critiquing and approving agency research and evaluation reports; making presentations to the State Board and others regarding relevant policy research findings.
- 1976-1986 Assistant Manager, Illinois State Board of Education, Program Evaluation and Assessment, Springfield, IL
Assisted in budget development; supervised professional and operation staff. Evaluation activities included the development and negotiations of interdepartmental evaluation agreements; participation in the development of evaluation methodologies, designs and data collection instruments for federal and state funded programs. Assessment activities included the coordination, supervision and the development of the Illinois Consumer Education Proficiency Test.
- 1972-1976 Program Evaluator, Illinois Office of Education, Springfield, IL
Conducted statewide evaluation of Title I programs; participated in evaluation of gifted program, Title IV, early childhood and handicapped programs; supervised professional and support staff in conjunction with the evaluation of state and federal education programs.
- 1971-1972 Educational Specialist, Office of the Superintendent of Public Instruction, Springfield, IL
Reviewed and approved Title I applications; assisted in the coordination of inservice workshops on a statewide basis.
- 1967-1969 Administrative Personnel, Howard Johnson's, Braintree, Massachusetts
Personnel assistant with responsibilities for interviewing administrative candidates for employment; worked with administration in selecting consultants; designed personnel evaluation forms.
- 1965-1967 Financial Corporation of Boston, Boston, Massachusetts
Responsibilities included working closely with law firms involved in real estate investments; public relations work.
- 1963-1965 Retail Credit Company, Springfield, IL
Responsibilities were clerical in nature.

PROFESSIONAL MEMBERSHIPS

Phi Kappa Phi
Phi Delta Kappa

American Evaluation Association
 American Educational Research Association
 Association for Supervision and Curriculum Development

PUBLICATIONS

Wise, Connie J., Kerins, C. Thomas, Stenzel, Norman K.,
 "Self-Reported Examples of Change of Clients of Area Service Centers Examined in the Light of
 the Needs of the State of Illinois," 1974. Delivered at AERA.

Wise, Connie J., Kerins, C. Thomas, Stenzel, Norman K.,
 "Area Service Centers and Their Effects on Teacher Change," 1974. Delivered at
 AERA.

Wise, Connie J., Kerins, C. Thomas, Stenzel, Norman K.,
 "Area Service Centers--Teachers Centers: A Conceptual Comparison: 1974.
 Delivered at AERA.

Wise, Connie J., "What Now Legislators?" 1976. Delivered at AERA.

Wise, Connie J., "The Utility of an Internal Evaluation Agreement in a State
 Education Agency," 1977. Delivered at AERA.

Wise, Connie J., "Women in Educational Research and/or Policy Making,"
 1979. Delivered at AERA.

Wise, Connie J., Fyans, Leslie J., Jr., Magee, Vicki, "Achievement Related
 Motives of Educationally Disadvantaged Students," 1980. Delivered at AERA.

Wise, Connie J., "Organizational Leadership," 1982. Delivered at AERA.

Wise, Connie J., Kaiser, Dale, "Role of School Business Administrator,"
 Southern Illinois University-Carbondale, 1985.

Wise, Connie J., "Educational Change and School Reform: Perceptions of
 Illinois Public School Administrators," Unpublished Dissertation, Southern
 Illinois University, June 1985.

Wise, Connie J., "Consumer Education Proficiency Test," The Illinois Consumer
 Educator, Vol. 12, No. 3, April 1986.

Wise, Connie J., Ramirez, Al, "Assessing Educational Reform: Illinois Experience,"
 1992. Delivered at AERA.

Wise, Connie J., Dawson, Frederick E., Bartunek, Holly M., "Chicago Expansion:
 An Integrated Approach to Urban Schooling," 1994. Delivered at AERA.

Terry L. Chamberlain 217/782-4313 E-mail: tchamber@isbe.net
Illinois State Board of Education, Data Systems Division, Division Administrator

BACKGROUND SUMMARY

Thirty years of progressive experience and decision-making responsibilities, with an emphasis on management of personnel and computer-related applications. Proven abilities in integration and management of personnel, departmental communications, system design methodologies, environmental and application software, customer services, software implementation, support, and education. Recognized as dedicated and people-oriented, with strong leadership, management, consulting, analytical, and technical skills.

PROFESSIONAL ACCOMPLISHMENTS

• MANAGEMENT

ILLINOIS STATE BOARD OF EDUCATION

Division Administrator Data Systems Division - Presently managing a division of 33 analysts, 2 supervisors, and 8 consultants, with responsibilities for developing and supporting more than 200 financial and program-related computer applications in a large mainframe and LAN/Web environment. Includes overseeing and directing all functions and programs of the division; monitoring and evaluating the activities of the division staff; developing and managing the division budget including projecting expenditures and costs, monitoring conformance and authorizing expenditures; establishing the division goals, activities and standards; negotiating, awarding and monitoring agency EDP consulting contracts. Also serves as liaison with agency managers/specialist's in reviewing and implementing new programs and technologies.

UNISYS CORPORATION

Managed a staff of 10 analysts responsible for design, development, installation, education, and support of a complete inhouse banking application running on a variety of mainframe/mini systems. This included salary administration, performance planning, and employee evaluation.

Managed a staff of five salesmen with direct sales responsibility for hardware and software. Responsible for all phases of account management, as well as salary administration, performance planning, and employee evaluation.

• CUSTOMER SERVICES/SUPPORT

UNISYS CORPORATION

Specialized in commercial banking operations. Directed customer relations relating to software enhancements and performance evaluation. Monitored and implemented government mandated regulations concerning the banking industry. Implemented and overviewed a banking software customer support line and education classes. Improved marketing's ability to enhance customer relations by performing quality and timely support.

• PROJECT MANAGEMENT

ILLINOIS STATE BOARD OF EDUCATION

Performed project management for the development of the agency's internal accounting system (MIDAS), the reimbursement system (FRIS II), Electronic Grants Management System (e_GMS), Student Information System (SIS) and the Performance Management Information

System (PMIS).

UNISYS CORPORATION

Performed project management for various types of banking installations. This included large bank item processing, remote document processing, bulk filing, user interfaces and support.

- **SALES**

UNISYS CORPORATION

Consistently exceeded 100 percent of quota as a branch technical, zone sales and territory manager. Reduced contract turn-around by handling cost estimates, account analysis, support and installation requirements.

EXPERIENCE

Division Administrator–ISBE, 1995-Present

Manage all functions of the Data Systems Division

Systems Analyst, Principal–ISBE, 1992-1995

Managed a staff of 12 analysts in the Data Systems Division

Independent Consultant–1991-1992

Performed consulting, programming, and education services on an independent basis.

Senior Consultant–UNISYS, 1989-1991

Performed project management services

Branch Technical Manager–UNISYS, 1981-1989

Managed all functions and personnel related to the BANKMASTER application product

Zone Sales Manager–UNISYS, 1978-1980

Managed territory salesmen covering a 13-county area in western Illinois.

Territory Manager–UNISYS, 1976-1978

Responsible for software sales and installation of bank software in central Illinois

TECHNICAL KNOWLEDGE

Visual Basic (3.0, 4.0, 5.0, 6.0), SQL Server 4.2–2000, Transact SQL, Crystal Reports (6.0, 7.0, 8.0), Sheridan Active X controls, True Grid 7.0, Visual SourceSafe, Microsoft Office, MVS Cobol, Cobol II, JCL, TSO, Easytrieve, VSAM

EDUCATION

Eastern Illinois University–Charleston, Illinois, BS in Business-Computer Science, May 1976

MILITARY

United States Marine Corps, 1972-1974

Susan C. Morrison 217/782-2223 E-mail: smorriso@isbe.net
Illinois State Board of Education, Deputy Superintendent/Chief of Staff

EDUCATION

2005 *Eastern Illinois University, Charleston, IL* MAs, Specialists, Education Administration
 1990 *University of Illinois at Springfield* MA, Educational Administration
 1978 *Cornell College, Mt. Vernon, IA* BA, Political Science

WORK HISTORY

2007-Present *Illinois State Board of Education, Deputy Superintendent/Chief of Staff*

- Provide leadership and coordination to major agency initiatives.

2005-2007 *University of Illinois at Urbana-Champaign, Illinois North Central Association, State Director*

- Provided leadership and support to K-12 schools for purposes of accreditation and school improvement.
- Represented NCA and UI on statewide advisory and leadership committees.
- Provided leadership for the Illinois preK-16 initiative.

2002-2005 *Taylorville IL School District, North and Central Schools, Principal/Curriculum Director*

- Provided instructional leadership and staff support to 62 staff and 347 students.
- Provided administrative support to six regional special education classrooms.
- Initiated and coordinated the district curriculum mapping and alignment process, and development and implementation of elementary-level standards-based report cards.

1998-2002 *Illinois State Board of Education, Education-to-Careers State Director*

- Provided leadership and support to regional and local business/education partnerships.
- Provided support to a 40-member state steering committee representing state agency representatives and educational, labor, and business leaders.
- Provided program leadership and fiscal oversight to a \$54 million federal School-to-Work grant and a \$10 million Even Start grant.
- Initiated statewide Career Development initiatives.
- Created presentation and communication materials for the Education-to-Careers initiative.
- Presented at more than 250 local, regional, state, and national events.
- Initiated development of a statewide Administrators Academy course, the 11th grade “Forward” magazine, and the Illinois School Counselor Academy.
- Coordinated the Illinois Career Development Institute, designed to assist 37 teams (400 participants) of educators and community partners in developing career development plans.
- Coordinated the Relevant Education for All Learners Institute, designed to assist 32 regional (400 participants) in reviewing curriculum and developing plans for delivering classroom instruction that is relevant to “real world” situations.
- Coordinated the Growing a Learning Community Institute, designed to assist 100 members of seven local communities as they developed plans to improve student outcomes by improving career development, rigorous and relevant education, and promoting a shared vision and engagement of all community stakeholders.

- Coordinated the Illinois Youth Forum and the Illinois High School Reform Summit.

1995-1998 *Illinois State Board of Education, Middle School and Secondary Education Division Administrator*

- Supervised a staff of 48.
- Had programmatic responsibility for leadership in more than 20 program areas; fiscally responsible for more than \$200 million in federal and state grants.
- Agency director for the federal Special Education Transition initiative.

1992-1995 *Illinois State Board of Education, School Improvement Planning and Assistance, Supervisor*

- Supervised a staff of 15.
- Coordinated and presented a three-day statewide school improvement training session attended by more than 1,000 Illinois educators.
- Coordinated development of school improvement resource materials and technical assistance.
- Presented at more than 200 events on school improvement planning, curriculum and assessment, and data-based decision making.
- Co-developed a school improvement planning process for Illinois schools.

1990-1992 *Illinois State Board of Education, Senior Education Consultant*

- Coordinator of Comprehensive Health Education, Gifted Education, Educational Service Centers, and the Illinois Administrators Academy.
- Coordinated substance abuse prevention program and steroid education initiative.
- Served as quality review specialist for the School Improvement and Accountability Division.

STATE LEADERSHIP POSITIONS 1990-2006

Illinois State Director—

*North Central Association
Education-to-Careers (School-to-Work)
Even Start
Administrators Academy
Gifted Education
Title I*

Illinois State Board of Education Liaison—

*Illinois Principals Association
Illinois School Counselors Association
Illinois Administrators Academy Board
Illinois Association of Gifted Children
Title I Committee of Practitioners
Illinois PTA
Illinois Planning Council for Citizens with Developmental Disabilities*

Scott M. Norton

217/782-4313

E-mail: snorton@isbe.net

EDUCATION: **MS Computer Science** **BS Business/Computer Management**
 Northern Illinois University (1990) Eastern Illinois University (1988)

SUMMARY OF WORK HISTORY

EMPLOYMENT: **Illinois State Board of Education—Division Administrator for Technology Support** (since July, 1, 2004)

SKILL SET:

17 Years Experience	Strategic Planning
Project Management	Data Base Administration
Disaster Recovery Planning/Implementation	E-Commerce Web Design &Development
Business Requirements Analysis	Data Base Design & Implementation
Structured Analysis & Design	Large/Small Group Presentations
Unit/System Testing	End User & System Documentation
System Implementation	End User Training
System Maintenance	Staff Development - Teaching
System Conversion	End User Solution Provider

APPLICATIONS:

Education (ISBE) – Illinois Electronic Grants Management System (eGMS)
 Education (ISBE) – ISBE Web Application Security (IWAS) – Centralized Security
 Education (ISBE) – Web Application Development and Management (100+ Systems)
 Pension Administration – PensionGold
 Governmental Accounting (ISBE) - FRIS System
 Governmental Accounting (ISBE) - MIDAS System
 Education (ISBE) - Agencywide Logging System
 Education (ISBE) - 1992 School Report Card
 Education (ISBE) - Chapter 1

LANGUAGES:

Visual Basic / Visual Basic .NET	FoxPro
ASP/ASPX/HTML/J-Script (Java)/XML	Paradox
COM+ or MTS	COBOL, COBOL II
Transact SQL (SQL Server)	IBM 370 Assembler
Cold Fusion (CFML)	IDMS/R - ADS/O

SOFTWARE:

Microsoft SQL Server 2000 and prior	Microsoft Project
Microsoft Visual Studio (All versions)	Microsoft Visual SourceSafe
Microsoft Windows (All versions)	TSO/ISPF/VSAM
ERwin / Microsoft Visio	Panvalet
Crystal Reports 10.0 and prior	MVS and DOS
Microsoft Office (All versions)	JCL
SourceGear Vault	Bindview

WORK HISTORY DETAIL
07/04-present ISBE–Division Administrator for Technology Support

- Manage the following core service centers of the Technology Support division:
 - **Call Center (7 people):** Telephone based helpdesk provides tier-one and tier-two technical assistance to agency staff and constituents (teachers, administrators, public) who experience problems when using web-based agency computer applications.
 - **Technical Assistance Team (6 people):** Resolves difficult hardware problems as they occur on agency-owned computers and peripherals, sets up new and rollover computers, works with agency staff to resolve issues or problems with operating systems and agency standard office automation products, e.g., Word, Excel, Access, Outlook and PowerPoint.
 - **Infrastructure (5 people):** Implements and maintains all computer servers in the computer room; network switches, hubs, and routers; agency network wiring; web, virus protection, security, disaster recovery, content filtering; network administration of accounts and privileges; division inventory.
 - **Computer Operations (2 people):** Submits and monitors applications running on the CMS mainframe system; performs tape backups and restores of all agency network/server based data; fulfills FOIA requests and requests for mailing labels; manages mainframe and LAN based print jobs and distributes output to agency staff.
 - Develop and Implement Agency Disaster Recovery Plan
 - Recommend and execute technology policies, procedures and processes for ISBE.
 - Oversee the development and maintenance of a reliable and robust infrastructure that supports all aspects of the agency's office automation and data systems.
 - Ensure that all divisions adhere to IT security policies that are related to the network and computer workstations.
 - Administer the IT Procurement plan and manage IT-based inventory.
 - Develop and implement the division's business plan and budget that addresses the technology and telecommunications needs of the agency.
 - Work on large data initiatives with Data Systems and other agency divisions to provide technical direction regarding hardware and software platforms.
 - Conduct performance reviews for all division staff on an annual basis.

05/00-07/04 ISBE–Division Supervisor for Web Application Development

- Managed a team of programmer/analysts (10) and contractors (3) for the development and maintenance of all web-based applications produced for the Illinois State Board of Education (ISBE). Managed/supported over 100 custom-built data-driven web-based applications and served as the primary liaison between Data Systems and the other divisions at ISBE.
- Technical Project Manager at ISBE for the eGMS system. This was a 2.5 million dollar system that had a 2.5 year development, construction and implementation schedule. Involved in all phases and conducted end-user training across Illinois personally training over 1,500 people. Also provided end-user training on an ISBE-produced CD.
- Directed and participated in the development of a standardized .NET framework that our team used for increased productivity and better end-product consistency.
- Used Visual Studio .NET, Microsoft SQL Server 2000 and Crystal Reports 9.0 as the development platform. We constructed all n-tier web applications with ASP/ASPX, J-Script, HTML, DHTML, CSS, Microsoft SQL Server 2000 and COM+ components.
- Conducted proposal reviews relating to most Requests for Sealed Proposals that related to web

- application development. Actively participated in contract negotiations for the eGMS system.
- ISBE technical manager for all contractor-led projects related to web application development.
 - Conducted performance reviews for all in-house staff on an annual basis.

11/97-05/00 ISBE–Principal Technology Consultant

Primary Web Application Developer for the electronic submission of school district data to ISBE. Used Visual InterDev 6.0 to generate web pages using HTML, J-Script, ASP and Microsoft SQL Server 6.5/7.0. Served as project manager for maintenance and enhancement of ISBE Financial Reimbursement Information System (FRIS). Managed programmer/analyst and external contractor team for problem resolution and development of system enhancements that related to the FRIS system and the conversion of the application from VB3.0 to VB6.0.

01/97-10/97 Levi, Ray & Shoup, Inc.–Applications Specialist, PensionGold

Served as the project leader for a Delphi/Oracle implementation of PensionGold for San Diego City Employees Retirement System (SDCERS). Also, served as a PensionGold project coordinator for the SCANA Corporation in South Carolina. Duties included system requirement analysis, database administration and design, prototyping, application design and development, implementation, data conversion and end-user training.

09/94-01/97 ISBE–Principal Systems Analyst

Served as the Primary Systems Analyst, System Administrator and Database Administrator for the maintenance and enhancement of ISBE's Financial Reimbursement Information System (FRIS). Served as the primary contact for end-user problem identification. Managed a team of 2 to 3 programmer/analysts for the resolution of issues and the development and implementation of system enhancements. Developed a problem tracking system that was use by the FRIS development team to assist in all aspects of problem resolution and task/resource management.

01/95-12/95 University of Illinois at Springfield–Visual Basic Instructor

Developed and taught a client/server Visual Basic course for three semesters at UIS.

01/92-09/94 Levi, Ray & Shoup, Inc.–Senior Consultant

Performed systems development activities as an Information Technology consultant for ISBE:

01/94-09/94 ISBE–FRIS System

Project leader for development of ISBE Financial Reimbursement Information System. Managed development efforts of 2 to 4 programmers. Actively participated in all design meetings with client. Responsibilities included project task definition and estimation, requirement analysis, prototyping, general and detail design, database administration, application development supervision, code development coordination, unit and system testing, software implementation, software installation and end-user training.

04/93-01/94 Illinois State Board of Education–MIDAS System

Functioned as a lead analyst on a Management Information Database and Accounting System (MIDAS). Responsibilities included functional requirement analysis, prototyping, general and detail design, database administration, application development supervision and standardization, implementation, installation and end-user training.

Wilma L. VanScyoc 217/782-8535 E-mail: wvanscyo@isbe.net
Illinois State Board of Education, Assistant Legal Advisor

EDUCATION

1986 *Indiana University School of Law, Indianapolis* *Doctor of Jurisprudence*
1978 *Indiana University, Bloomington, IN* *Master of Science, Ed. Psych.*
1974 *Ball State University, Muncie, IN* *Bachelor of Science, Elem. Ed.*

BAR ADMISSIONS

Illinois Bar (November 1989)
Inactive status—Indiana (1986) and District of Columbia (1987)

WORK HISTORY**9/05-Present *Illinois State Board of Education, Assistant Legal Advisor***

Provide legal advice to agency staff and regional superintendents of education, represent the agency with other state and federal agencies and private organizations, prepare legal memoranda, review and draft legislation and agency rules, draft and negotiate contracts with vendors. Agency legal areas: Student Assessment, Curriculum and Instruction, and Early Childhood Education divisions; National School Lunch Program, procurement and contracts, and educational law.

4/93-6/96 *State of Illinois, Teachers' Retirement System, General Counsel*

Managed in-house legal department for largest Illinois State pension fund; directed in-house staff of four and oversaw work from eight outside law firms; researched and drafted legal opinions; advised staff and Board of Trustees on legal aspects of agency's investments; reviewed and drafted legislation and agency rules; served on governor's panel for retiree health insurance; provided legal advice to the Board of Trustees, executive director, and agency management and staff. Agency legal areas: public pension, administrative, employment, government, and education law.

8/87-8/88 *National Labor Relations Board, Office of Appeals, D.C., General Attorney*

Reviewed appeals from NLRB regional directors' denial of Unfair Labor Practice Complaints, researched and drafted legal memoranda, presented oral arguments concerning issuance of Unfair Labor Practice Complaints.

6/86-4/87 *Bayh, Tabbert and Capehart, Indianapolis, Associate Attorney*

Prepared opinion letters for clients; conducted depositions and other discovery; prepared and examined witnesses for administrative hearings and judicial trials; prepared pleadings, trial, and appellate briefs; provided representation in trials and administrative hearings; argued administrative appeals; researched and drafted internal legal memoranda; conducted settlement negotiations. Practiced before the Indiana Education Employment Relations Board. Legal areas: private sector management and public sector union labor law, education law, general litigation.

8/80-8/83 *North Dakota Education Association, Bismarck, ND, UniServ and Collective Bargaining Director*

Consultant to NDEA State Collective Bargaining Commission; represented employees in administrative hearings relating to employment terminations; designed and supervised statewide training programs in collective bargaining, political organizing, public relations, and contract maintenance; instituted a regional coordinated bargaining project; represented grievants at all levels of grievance processing; facilitated and coordinated professional development training for members; lobbyist; consulted with committees regarding planning, decision making and problem solving; negotiated collective bargaining agreements.

8/79-5/80 *Greenfield-Central School Corporation, Greenfield, IN, Grade 3 Teacher*

Taught all areas of curriculum in a self-contained classroom of 30 children at Eden Elementary School.

9/78-6/79 *Ball State University, Muncie, IN, Curricular Advisor in Elementary Education*

Counseled students regarding curriculum, professions, and individual courses; acted as the liaison to the Teachers' College.

8/74-5/78 *Community School Corporation of Southern Hancock County, New Palestine, IN, Grades 1-3 and 5 Teacher*

Taught all areas of curriculum in self-contained classrooms of 18-30 children; served on curriculum committees for math, science, and health; worked on in-service committee, providing resources for professional development for teachers.

Warren R. Summers 217/782-4313 E-mail: wsummers@isbe.net
Illinois State Board of Education, Data Systems Division, Supervisor

EDUCATION Quincy College, Bachelor of Science Degree, Computer Science Major
 Graduated Magna Cum Laude

WORK HISTORY SUMMARY

EXPERIENCE	23 Years	Project Management
	Structured Analysis/Design	Data Base Design
	Data Flow Diagramming	Data Modeling
	Data Standards/Conventions	Conversion/Application Maintenance
	Hardware/Software Configurations	System Methodologies
	User Training	Data Administration

APPLICATIONS	Education/Chapter 1 Funding	Hazardous Chemical Inventory
	Financial Reimbursements	Encumbrance Accounting
	Insurance Agency Support	Payroll/Personnel
	Pharmaceutical Inventory & Billing	Automobile Inventory
	Classified Ads Management	Dosimeter Tracking
	Manufacturing Inventory Mngmnt	Hospital/Drug Disbursement
	Electronic Utility Payments	

LANGUAGES/ SOFTWARE/OS	SQL	
	Visual Basic & Visual Basic.NET	Crystal Reports
	Access/Word/Excel/PowerPoint	Windows XP/2000/NT/9x
	Powerbuilder	Oracle
	C/C++	UNIX
	Tivioli Storage Management	Microsoft Project

HARDWARE	PCs & Compatibles	Sequent Symmetry
	NAS 9080	RISC 6000

WORK HISTORY- DETAIL

7/00-PRESENT Illinois State Board of Education–Data Systems Division, Supervisor

–Supervise agency LAN/Mainframe application maintenance team. Establish and modify project schedules for 17 application developers and 4 external contractors. Set priorities and deadlines for regular and special work assignments. Coordinate with staff to ensure the completion of work to meet agency goals, objectives, and priorities. Perform a full range of systems analysis, database re-design, and programming functions for more than 75 agency LAN applications. Evaluate the performance of the professional staff by completing performance evaluations.

- Develop, implement and/or coordinate training and staff development to improve staff competency and understanding of current information technologies.
- Serve as liaison with division administrators, agency managers, other state agencies, school districts, and educational and professional organizations to share information.
- Provide agency salary scenario data for the Labor Relations Contract Renewal process.
- Provide budget information for projected agency costs and many state and federal reports.
- 25 percent database administrator (DBA) activities.

5/96-PRESENT Illinois State Board of Education–Principal Systems Analyst (DBA)

- Function as the agency database administrator. Responsible for 20 servers running SQL Server 2000, 7.0, or 6.5 on 2000/2003 Window Servers. All duties, including backups, resource planning, installations, security, and technology upgrades.
- Instrumental in all new projects within the agency to assist developers with data modeling, database design, data conversion, and implementation techniques.
- Responsible for training division staff on SQL Server.
- Microsoft Project Server 2003 Administrator–standardizes user views, establish users and security rights, and coordinate document management settings (Windows Share Point Services.)

12/94-05/96 Levi, Ray & Shoup, Inc.–Consulting Manager

10/90-12/94 Levi, Ray & Shoup, Inc.–Senior Systems Consultant

06/87-10/90 Battelle Northwest Laboratories–Technical Specialist II

01/85-05/87 Micro Force Computers–Contract Programmer

John Shake 217/782-4313 E-mail: jshake@isbe.net
Illinois State Board of Education, Data Systems Division, Supervisor

EDUCATION/CERTIFICATIONS

Thomas Edison State College—Bachelor Degree in Liberal Studies

Lincoln Land Community College—

Associate Degree in Applied Science, Electronic Data Processing
Certificate of Completion in Microcomputer Applications and Systems

WORK HISTORY

Illinois State Board of Education, Data Systems Division, Supervisor
6/1998-Present

Performed principal technology consultant duties from 1998 to 2000. Promoted in June 2000 to division supervisor; now responsible for developing, coordinating, and monitoring agency software objectives to ensure effective operations.

Capitol Systems Group, Systems Consultant
4/1997-6/1998

Developed and provided support to several systems, including the telecommunication billing system for the State of Illinois.

Illinois State Board of Education, Data Systems Division, Principal Technology Consultant
7/1995-4/1997

Lead programmer for the federal Title I allocation, as well as other state-regulated data collections and reporting systems.

TRAINING

Certified Microsoft Learning Center—

Atomic.NET Advanced Training
ASP.NET and programming with ADO.NET
Mastering Web Development using Visual Interdev 6.0

University of Missouri—

Visual Basic Programming—Introduction
Visual Basic Programming—Intermediate

Illinois Central Management Services Training Center—

Advanced Visual Basic Programming
HTML Developer's Internet Training
Introduction to FoxPro
MVS JCL Utilities
MVS TSO w/ISPF

WEB SKILLS

Visual Studio 2003/2005, ASP.Net 1.0/2.0, ADO.Net, AJAX, Classic ASP, VB Script, JavaScript, XML, XSL, XSLT, CSS, HTML, COM+, COM, ADO, ActiveX

LAN SKILLS

Visual Studio 2003/2005, VB.Net, Visual Basic 3.0-6.0, Transact SQL, XML, ADO, ADO.Net, COM+, COM, ActiveX, Crystal Reports 6.0-10.0

DATABASE SKILLS

Microsoft SQL Server 6.5/7.0/2000/2005, Stored Procedures, Triggers, Views, Functions
Also some experience in DB2, Oracle, Microsoft Access, FoxPro, dBase

DEVELOPMENT TOOL

Visual Studio 2005, Visual Studio 2003, Microsoft Visual Interdev 6.0, Microsoft Internet Information Services 5.1/6.0, Visual SourceSafe, Microsoft FrontPage, Component Services (COM+), Citrix Server, Microsoft Office Professional, Source Gear Vault

REPORTING TOOLS

Crystal Reports 6.0-11.5, Reporting Services, HTML Reporting

MAINFRAME SKILLS

Cobol I & II, Easytrieve, JCL, TSO

Shane F. Lively 217/782-4313 E-mail: slively@isbe.net
Illinois State Board of Education, Data Systems Division, Database Administrator

EDUCATION

1997-1999 *Vatterott College, St. Ann, MO* A.O.S., Computer Programming/Science

TECHNICAL PROFICIENCIES***Application and Database Development***

SQL Server 7/2000/2005, SQL, TSQL, DTS, SSIS, MS Visual Basic 5/6/.NET 2003/2005,
MS Access 97/2000/2003, VBA, Red Gate SQL Compare Toolkit

Web Development

ASP .NET 2003/2005, ASP, HTML, DHTML, Cascading Style Sheets, MS InterDev,
Drumbeat 2000, Macromedia Dreamweaver, Macromedia Ultra Dev, Adobe Photoshop
5/6/7, Paint Shop Pro 5, VB Script, Java Script, C#, MS IIS5, MS IE(4\5)

General Skills

MS Excel 97/2000/2003, MS Word 97/2000/2003, Visio 2000,
Windows(NT,95,98,2000,XP,Server 2003), MS Visual Source Safe, SourceGear Vault,
Object-Oriented Programming

WORK HISTORY***10/07-Present ISBE Data Systems Division–Database Administrator/Principal System Analyst***

- Oversee all day-to-day database operations at the agency level.
- Enforce and enhance data standards and security across all ISBE database-driven systems.
- Analyze and optimize database performance for in house ISBE business systems.
- Provide data-related technical support and consultation to software development team and related divisions.
- Work with TAT team to maintain database availability across agency computer network.
- Implement and manage the migration to virtual server environments and next generation database platforms.
- Enhance and support existing web- and LAN-based business systems.

4/05-10/07 ISBE Data Systems Division–Principal Consultant

- Work with users and ISBE staff to design and develop board-related web and LAN applications.
- Architect, implement, optimize, and enhance supporting database structures for existing and new systems.
- Author technical and instructional system documentation according to ISBE standards.
- Maintain and enhance existing web and LAN applications and supported database structures.
- Perform complex data extraction and formatting processes of Illinois educator information to comply with federal guidelines.
- Design and develop intricate data conversion and data messaging functionality to port existing data to new data structures.

6/02-4/05 Karmak, Inc.–Database Administrator

- Architect, design, develop, and document all SQL Server-based database components for all .NET platform internal and external product lines at Karmak, Inc.
- Responsible for administration and synchronization of inhouse and customer-owned SQL

Server databases used by Karmak software, as well as all databases used in the quality assurance division.

- Maintain reference data structures, versioning, and data dictionaries for all SQL Server databases distributed by Karma, Inc.
- Responsible for authoring, implementing, and maintaining database standards and reference library for the organization. Standards included: coding, performance, naming conventions, optimizations, and best/worst practices.
- Advanced query construction, optimization, and performance/load testing.
- Design, develop, and implement complex data conversions to SQL Server-based databases, including development of conversion utilities using VB .NET and MS Office.

7/99-6/02 *Choice Point Precision Marketing—Software Engineer*

- Design, develop, debug, and support data-driven, web-based client server applications using MS Visual Interdev, HTML, DHTML, VB Script, Java script, ASP, MS IIS5 and SQL Server 2000 on a Windows 2000/NT platform.
- Daily database administration, maintenance, and optimization, including data normalization and query analysis in a SQL Server 2000 environment.
- Maintain data and schema consistency across a distributed server environment using Red Gate SQL Compare tools and MS Visual Source Safe.
- Create and maintain database clones for production, testing, and development environments.
- Code, test, and debug stored procedures and triggers to handle complex data manipulation and automated electronic mail responses using TSQL and SQL.
- Document application functionality using MS Word, Visio 2000, MS Excel.
- Delegate programming tasks to associate software engineers.
- Resolve technical support issues.

1998-1999 *Vatterott College—Assistant Instructor*

- Assist instruction in Visual Basic, Access, Client Server application development, and programming basics.
- Aid students on daily in-house projects at beginning to advanced programming levels.
- Grade weekly Visual Basic and Access projects and exams.
- Research Internet and books for interesting and powerful coding techniques.
- Assist in the development of sample Visual Basic 5 and MS Access projects for students.

PROJECT EXPERIENCE

2007—Present

- Execute the migration of all ISBE data systems to a new virtual server environment, a complex process that includes full server software installation and complete migration of all data components for all production, development, and QA databases. During the virtualization, all processes and standards are analyzed and streamlined for optimal performance and portability between servers. Author full documentation on processes needed for server migration to virtual environments. I developed automation scripts, applications, and instructions to streamline, standardize, and expedite migration.
- Manage ISBE database systems upgrade to SQL Server 2005. ISBE is upgrading all of the current business systems to the latest database engine; this includes full analysis of business systems and their databases to ensure compatibility with the new database engine and latest ANSI standards. All DTS packages are being rewritten in the new SSIS platform. Performance

on data systems and databases is being optimized to take full advantage of new features of the 2005 platform. Incompatibilities with current databases and processes in the new environment are being documented and addressed to increase portability of the current and future database structures, as well as to ensure an easy transition to SQL Server 2008.

- Lead analyst for TCIS business system used to track and manage educator certification for Illinois. TCIS is based on the VB6\SQL Server 2000 platform. Responsible for technical support, business consultation, system enhancements, data extracts, and management of day-to-day business system operation. The system interfaces with many other high-level educator-related applications and is a key component in daily agency operations.
- Worked with Illinois educators and ISBE staff to design and develop the Illinois Teacher Service Record. TSR is an ASP.NET web-based educator data collection and reporting application that allows school districts to submit, edit, and validate teacher information. It was created to streamline the cumbersome former reporting method and give educators a user-friendly environment to submit and approve educator data to ISBE and to ensure higher data usability for throughput. TSR shows an increasingly integral role in educator data reporting on state and federal levels since implementation of the web-based system and strong emphasis on data integrity and reporting accuracy imposed by the systems design. The TSR web system has grown exponentially since its inception and continues to be a high priority for enhancement and state and federal data reporting.
- Convert and port educator certification data from the old certification system (CERTS, CERTSAA) data structure to the new Educator Certification System (ECS). The ECS conversion required significant data restructuring and advanced data message techniques to ensure historical data usability. Worked with staff to port the existing database structure to a new structure that would enforce data integrity across the system and still maintain usability of historical data and its previous structure, as well as optimize the data structure for maximum performance in a web-based environment. Created automated complex data procedures to extract TSR-related data according to federal standards (EDEN). EDEN data extraction processes for TSR employ automated procedures and processes that extract, reformat, and message state-housed educator data and deliver it to a pre-defined federal format. Aggregate functions, cross system validations, and advanced database development were employed in EDEN extraction to ensure maximum data integrity and usability.

2003-2005

- Spearheaded the database architecture, administration, development, and documentation for the release of the Karmak, Inc., service module of the ProfitMaster product line. This module manages daily operations for a heavy trucking service shop, including managing employee time and pay scales and repair invoicing. As with the other ProfitMaster modules, it was constructed on the .NET platform using SQL Server 2000 for data storage. Created and managed all database-related aspects of this module and the entire ProfitMaster product line. Daily tasks included schema design and construction, database performance testing and optimization, stored procedure and trigger construction, advanced query design and implementation, version control of database objects, delegation of database development tasks, maintaining database standards across the product line, synchronization of data structures between development and QA environments, and documentation of all database-related material.
- Administered database operation for Karmak, Inc., Director Series product line, developed for heavy trucking industry small dealerships and service shops not able to use an enterprise package.

Marica Cullen **217/557-7323** **E-mail: mcullen@isbe.net**
Illinois State Board of Education, Division of Curriculum and Instruction,
Division Administrator

EDUCATION**Illinois State University, Bloomington, IL**

2004-Present Doctoral Student, Educational Administration and Foundations

University of Illinois at Springfield

July 2004 Post-master's Certificate, Superintendents Specialist Certification

December 2004 General Administrative Certificate

August 1988 Master of Arts in Literature

Millikin University, Decatur, IL

May 1985 Bachelor of Arts in English, Summa Cum Laude, James Millikin Scholar
Honors Program

PROFESSIONAL EXPERIENCE**2007-Present Illinois State Board of Education, Division Administrator, Springfield, IL**

Supervise professional and support staff in the development, implementation, and monitoring of major program initiatives for state and federal projects. Oversee fiscal procedures for federal programs, including Reading First, Enhancing Education Through Technology, and eRate. Support state programs, including Illinois Learning Standards review, online technology, high school reform, reading improvement, and response to intervention planning.

1999-2007 Lanphier High School, Assistant Principal, Springfield, IL

Supervised guidance department and created master schedule for the building. Developed and implemented new programs for school improvement planning, leading to a 10 percent increase on reading test scores. Facilitated work of site leadership team. Wrote and administered federal and state grants. Evaluated, supervised, and selected certified and classified staff. Counseled students in academic, personal, college, and career decisions. Resolved student discipline issues.

1997-1999 Lanphier High School, Guidance Dean, Springfield, IL

Counseled one grade level in academic, personal, college, and career decisions. Resolved student conflicts with staff and peers. Coordinated school improvement activities and planning process.

1996-1997 School District 186, High School Summer School Director, Springfield, IL

Determined master course schedule and budget for summer program. Coordinated use of facilities with building staff. Hired and supervised instructional, support, and security personnel. Managed daily operations.

1993-1997 School District 186, Problem-Based Learning Coordinator, Springfield, IL

Provided inservice for teachers in new instructional strategies. Developed teaching units in all curricular areas. Collaborated with educators from across the United States to institute school change.

1991-1993 Lanphier High School, English Teacher, Springfield, IL

1985-1988 Designed and delivered instruction to students of all grades and academic ability. Managed classroom behaviors.

1989-1991 Comdisco, Inc., Marketing Liaison, Rosemont, IL

Facilitated planning of inventory tracking software between traders and software designers. Devised tracking categories for high tech products and lines.

1988-1989 Washington Junior High School, English and Math Teacher, Naperville, IL

Collaborated with team of teachers to coordinate Grade 7 curriculum. Implemented curriculum for accelerated math students.

AWARDS

Golden Apple for Excellence in Education

PROFESSIONAL AFFILIATIONS

Illinois ACT Executive Council

Association for Supervision and Curriculum Development

Illinois Principals' Association

Gayle M. Johnson 217/782-3950 E-mail: gjohnson@isbe.net
Illinois State Board of Education, Division of Data Analysis and Progress Reporting,
Division Administrator

EDUCATION

Western Illinois University, Macomb, IL
Master of Science, School Psychology

University of Missouri, Columbia, MO
Bachelor of Science, Child and Family Development/Psychology

PROFESSIONAL EXPERIENCE

- 2008-Present Illinois State Board of Education, Division Administrator, Springfield, IL**
Supervise staff in conducting data collection, statistical analysis, program evaluation, and implementation of state and federal data reporting requirements; assist with state Student Information System efforts and the review of existing and proposed state legislation; serve as alternate state liaison to the National Forum on Education Statistics; develop and implement division staffing and budget plans.
- 1999-2008 Illinois State Board of Education, Division of Student Assessment, Principal Consultant, Springfield, IL**
Served as high school state assessment program coordinator; worked with external contractors on the production of program deliverables, administration logistics, and quality control efforts; assisted with state Student Information System demographic data collection efforts and posting of high school state assessment results; provided technical assistance on the participation of students with disabilities in state assessments; communicated via phone, e-mail, and conference/workshop presentations to provide information and training on a variety of job-related topics.
- 2003 (1 month) Illinois State Board of Education, Division of Student Assessment, Temporary Supervisor, Springfield, IL**
- 1995-1999 Illinois State Board of Education, Division of Middle Level Education, Principal Consultant, Springfield, IL**
Served as agency contact for transition services for students with disabilities; served as liaison to the Illinois Interagency Coordinating Council and state contact for a federally funded transition systems change project; participated on a cross-center team working on middle school career development; assisted with ongoing efforts to ensure Education-to-Careers for all students.
- 1994-1995 Illinois State Board of Education, Division of Program Improvement, Consulting Supervisor, Springfield, IL**
Supervised and evaluated Monitoring Unit staff; guided the planning, development, and modification of monitoring system procedures to ensure local

compliance with state and federal special education laws and regulations; provided feedback on completed pre-visit and planned onsite activities and reports and corrective action follow-up.

- 1992-1994 Illinois State Board of Education, Division of School Approval, Quality Review Specialist, Springfield, IL**
Led and participated on school accreditation Quality Review audit teams; provided technical assistance on local and state assessment and data-driven school improvement planning; assisted with ongoing efforts to promote assessment literacy, including the appropriate use of assessment results.
- 1987-1992 Illinois State Board of Education, Division of Program Improvement, Special Education Specialist II, Springfield, IL**
Led and participated on special education compliance monitoring teams; provided training and technical assistance on special education laws and regulations and school psychology; coordinated school psychology internship approvals for state certification.
- 1985-1987 Canton Union School District 66, Ingersoll Middle School, Canton, IL**
For a middle school serving 750 students (grades 5-8), completed special education case study evaluations, participated in multidisciplinary conference/IEP team meetings, provided consultation and counseling.
- 1984-1985 Knox-Warren Special Education District, School Psychologist, Galesburg, IL**
For seven schools in three school districts, completed special education case study evaluations, participated in multidisciplinary conference/IEP team meetings, provided consultation and counseling.

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists
Phi Kappa Phi
Omicron Nu

PROFESSIONAL ACTIVITIES

National Center for Education Statistics, Cooperative System Fellows Program, May 2000
National Assessment of Educational Progress, State Coordinator, 1999-2002

Linda Jamali **217/557-6763** **E-mail: ljamali@isbe.net**
Illinois State Board of Education, Certification Division, Division Administrator

EDUCATION**University of Illinois at Springfield**

Master of Arts in History

Illinois College, Jacksonville, IL

Bachelor of Arts in Political Science/Economics

PROFESSIONAL EXPERIENCE

2006-Present **Illinois State Board of Education, Division Administrator, Springfield, IL**
Supervise 20 staff in the issuance of certificates, endorsements, and approvals, and collecting the related fees; assist with statutory changes and writing of rules pertaining to educator certification and the *Grow Your Own Teacher* initiative; respond to certification-related correspondence; represent the division at conferences and symposia; work with NASDTEC; monitor grant programs and contracts; and facilitate meetings with stakeholders and constituency groups.

2004-2006 **Illinois State Board of Education, Division of Educator Certification and Professional Development, Supervisor, Springfield, IL**
Supervised a staff of 36; wrote bill reviews, tracked pertinent legislation, and testified at education committee hearings; responded to certification-related correspondence on behalf of the State Superintendent of Education and Assistant Superintendent; oversaw website modifications on certification and professional development; ensured that all applications were evaluated in a timely manner; and represented the division at conferences and symposia.

2003-2004 **Office of the Governor, Division of Middle Level Education, Principal Consultant, Springfield, IL**
Responsible for coordinating the Governor's Education Plan, conducting appropriate research, and responding to constituents on behalf of the Governor and the Deputy Chief of Staff for Education; worked closely with higher education on a variety of proposals; represented the Deputy Chief of Staff for Education at a variety of conferences and symposia; and facilitated meetings with stakeholder and constituent groups.

2000-2003 **Illinois State Board of Education, Division of Certificate Renewal, Principal Consultant, Springfield, IL**
Responsible for monitoring the professional development of teachers; providing technical assistance to teachers regarding professional development requirements; assisting with rule-writing regarding professional development; and responding to queries from the field.

1984-2000 **Rochester High School, Instructor in the Social Science Department, Rochester, IL**
Responsible for teaching courses such as government, economics, United States history, and recent United States history; created standards matrices; created new courses through tracking; served in a variety of leadership positions; and served as sponsor of a variety of extra curricular activities.

PROFESSIONAL MEMBERSHIPS

National Association of State Directors of Teacher Education and Certification (NASDTEC)

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Appendix C Pages: 4** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Appendix C (12-09).pdf**

Appendix C

Current Status of the Illinois Longitudinal Data System

System Capability (7)	Current Status	Relevant Outcomes
Must facilitate and enable the exchange of data among agencies and institutions within the state and between states to inform policy and practice.	Implemented and ongoing.	Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). Through this component, ISBE, ICCB, and IBHE will work together and exchange data to develop systems that will better track high school graduates through institutions of higher education and into the workforce. In addition, IBHE will partner with other states to explore opportunities to share information from institutions of higher education.
Must link student data with teachers.	To be implemented with this grant.	Integrate Student-level Data with Teacher and Administrator Data (Component 2)
Must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions where the teachers received training.	Implemented.	
Must enable states to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21 st century workforce, and the Armed Forces. Must include data at the individual student level from prekindergarten through postsecondary education and into the workforce.	Ongoing and will continue with this grant.	Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). Through Component 3, ISBE, ICCB, and IBHE will develop systems that will track student performance through postsecondary institutions and into the workforce. Expansion of Early Childhood Data Collection Systems (Component 4). ISBE, in partnership with the Illinois Early Learning Council, Data Work Group, will incorporate data from infant and toddler programs funded through the Early Childhood Block Grant into the state longitudinal data system.
Must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	In progress.	Integrate Student-level Data with Teacher and Administrator Data (Component 2). ISBE will redesign its teacher and administrator data collection systems to permit the integration of student-level data with teacher and administrator data, thereby allowing for generation of student performance reports at the classroom level.

Appendix C

System Capability (7)	Current Status	Relevant Outcomes
		Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). ISBE, ICCB, and IBHE will develop enhanced public reporting tools to provide postsecondary educational institutions, LEA, and the public with information on a variety of useful measures addressing postsecondary education performance.
Must ensure the quality and integrity of data contained in the system.	Implemented and ongoing.	
Must provide the state with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the ED Facts data collection/reporting system.	Implemented and ongoing.	<p>Establish a Statewide Transcript System for Middle and High School Students (Component 1). This component directly addresses State Fiscal Stabilization Fund indicator b(1)(8), requiring that a statewide longitudinal data system include student-level transcript information, including courses completed and grades earned.</p> <p>Integrate Student-level Data with Teacher and Administrator Data (Component 2). This component directly addresses State Fiscal Stabilization Fund descriptors (a)(1) and (a)(2), and indicators (a)(3)–(a)(7), requiring greater transparency and improved performance evaluation data collection systems. This component also addresses indicator b(1)(9), which requires implementation of a teacher identification system with the ability to match students to their teachers.</p> <p>Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). This component directly addresses State Fiscal Stabilization Fund indicator c(11) and c(12), requiring ISBE to publicly report and provide for the state, for each LEA in the state, for each high school in the state, and at each of these levels, by student subgroup, additional data regarding the number and percentage of high school students enrolling in an institution of higher education.</p>

Appendix C

System Elements (12)	Current Status	Relevant Outcomes
Prekindergarten-Grade 12 and Postsecondary		
A unique statewide student identifier that does not permit a student to be individually identified by users of the system.	Implemented.	
Student-level enrollment, demographic, and program participation information.	Implemented.	
Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	Implemented.	
Capacity to communicate with higher education data systems.	Implemented and in progress.	Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). ISBE, ICCB, and IBHE have existing statutory authority and an intergovernmental data-sharing agreement to link P-20 data. Through Component 3, ISBE, ICCB, and IBHE will expand access to postsecondary data that can be linked to P-12 data.
A state data audit system assessing data quality, validity, and reliability.	Implemented and ongoing.	
Prekindergarten-Grade 12		
Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA.	Implemented.	
Information on students not tested, by grade and subject.	Implemented.	
A teacher identifier system with the ability to match teachers to students.	To be implemented with this grant.	Integrate Student-level Data with Teacher and Administrator Data (Component 2). ISBE will redesign its teacher and administrator data collection systems to permit integration of student-level data with teacher and administrator data.
Student-level transcript information, including information on courses completed and grades earned.	To be implemented with this grant.	Establish a Statewide Transcript System for Middle and High School Students (Component 1).

Appendix C

System Elements (12)	Current Status	Relevant Outcomes
Student-level college readiness test scores.	Implemented and ongoing.	
Postsecondary		
Data that provides information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework.	Implemented and in progress.	Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). ISBE, ICCB, and IBHE, through modifications to the High School Feedback Report, will be able to collect data that will allow an assessment of the extent to which students successfully transition from secondary to postsecondary education.
Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	Implemented and in progress.	<p>Establish a Statewide Transcript System for Middle and High School Students (Component 1). By establishing a Statewide Transcript System, ISBE will be able to collect various alignment data that will help ISBE analyze course-taking patterns that are necessary for success in postsecondary education.</p> <p>Integrate Student-level Data with Teacher and Administrator Data (Component 2). ISBE will be able to make vital teacher/student linkages that will help LEAs develop programs that directly address the needs of students in preparation for a transition to postsecondary education.</p> <p>Continued Expansion and Development of Postsecondary Education Data Systems (Component 3). By expanding the postsecondary data collection systems, ISBE, ICCB, and IBHE will be able to more effectively identify the skills sets that are needed to succeed in postsecondary education.</p>

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Appendix D Pages: 5** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) proposal--Appendix D (12-09).pdf**



OFFICE OF THE GOVERNOR

JRTC, 100 W. RANDOLPH, SUITE 16-100
CHICAGO, ILLINOIS 60601

PAT QUINN
GOVERNOR

Dr. Christopher Koch
State Superintendent of Education
Illinois State Board of Education
100 N. 1st Street
Springfield, Illinois 62777

Dear Chris,

I am writing to express my strong support for the State Longitudinal Data Systems ("SLDS") grant proposal which you are submitting to the U.S. Department of Education. I am enthusiastic about the continued development of Illinois' SLDS and the proposed information and resources this project can provide to schools, community colleges, universities and policymakers.

The key to measuring success will be data collection for both students and teachers and data sharing among schools and education systems to evaluate and demonstrate the progress of all students. I believe that the State's longitudinal data system will provide educators across the state with meaningful data to assure that all students receive a quality education. This grant will allow for the continued development of processes and plans to collect data from local school districts and make this data accessible to parents and the general public in a meaningful way.

I look forward to continuing to work with you on the development and implementation of a statewide data system. Please keep me informed of your progress on the SLDS and if there is anything more that I can do, don't hesitate to ask. I appreciate your leadership on this very important initiative in our State.

Sincerely,

A handwritten signature in cursive script that reads "Pat Quinn".

Pat Quinn
Governor



Illinois
Student
Assistance
Commission

Dr. Christopher Koch
State Superintendent of Education
Illinois State Board of Education
100 N. 1st Street
Springfield, Illinois 62777

Dear Dr. Koch:

I am writing to express support for the State Longitudinal Data Systems ("SLDS") grant proposal which you are submitting to the U.S. Department of Education. We are excited about the continued development of Illinois' SLDS and the proposed information and resources this project can provide to schools, community colleges, universities and policymakers.

The key to measuring success will be data collection for both students and teachers and data sharing among schools and education systems to evaluate and demonstrate the progress of all students. This grant will allow for the continued development of processes and plans to collect data from local school districts and make this data accessible to stakeholders and the public in a meaningful way. The Illinois Student Assistance Commission (ISAC) is pleased to provide support in the implementation of the SLDS, since its goals align well with ISAC's mission of making college accessible and affordable for all Illinois students.

I look forward to working with the Illinois State Board of Education to continue the development and implementation of a statewide data system and appreciate the opportunity to be involved in this effort.

Sincerely,

Abel Montoya
Associate Director of Outreach

Illinois Community College Board



Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

proudly serving the

Illinois Community College System

November 19, 2009

Dr. Christopher A. Koch
State Superintendent
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

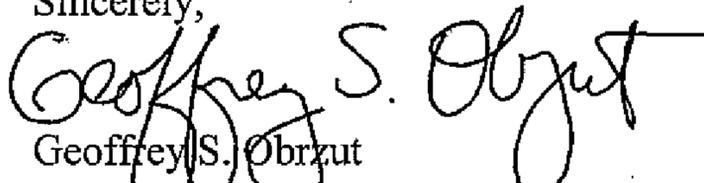
Dear Dr. Koch:

The Illinois Community College Board extends its strong support for the Illinois State Longitudinal Data System (SLDS) grant proposal that is being submitted to the United States Department of Education. The Illinois Community College System looks forward to continuing our collaborative efforts to develop Illinois' SLDS. The SLDS will provide additional important opportunities to track student progress, performance, and outcomes across educational levels and into the workforce. The associated reporting and research initiatives will benefit students in P-12 schools, community colleges, and universities. SLDS data and partnerships will also help make Illinois educational policy even more evidence based and data driven.

SLDS is a key component in the Illinois education and workforce community's joint efforts to strengthen alignment, improve transitions, and increase transparency. The SLDS grant will support continued Illinois system development, build capacity, and facilitate efforts to make resulting meaningful information available through user friendly formats to both stakeholders and the general public.

The Illinois Community College System has representation on the SLDS Data Advisory Group which was established under Illinois' initial SLDS grant award. Community colleges are committed to actively participating in Advisory Group discussions and deliberations and partnering to continuously improve education in Illinois. My staff, system colleagues, and I look forward to working with the Illinois State Board of Education in taking the next steps to develop and implement the SLDS.

Sincerely,


Geoffrey S. Obrzut
President/CEO



ILLINOIS BOARD OF HIGHER EDUCATION

431 EAST ADAMS STREET, 2ND FLOOR
SPRINGFIELD, ILLINOIS 62701-1404

November 17, 2009

Pat Quinn
Governor

Carrie J. Hightman
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Palos Park

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Oak Lawn

William Obuchowski
Oak Lawn

Executive Director
Judy Erwin

Dr. Christopher Koch
State Superintendent of Education
Illinois State Board of Education
100 North First Street - S405
Springfield, Illinois 62777

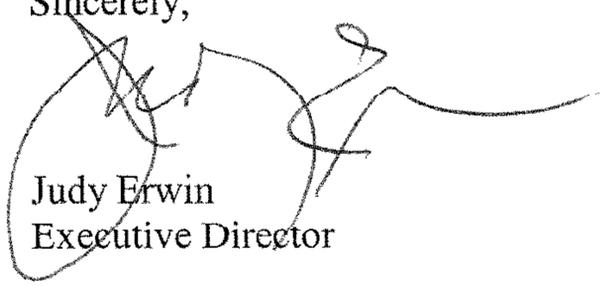
Dear Dr. Koch,

I am writing to express support for the State Longitudinal Data Systems (SLDS) grant proposal that you are submitting to the U. S. Department of Education. We are excited about the continued development of Illinois' SLDS and the proposed information and resources this project can provide to schools, community colleges, universities, and policymakers.

The key to measuring success will be data collection for both students and teachers and data sharing among schools and education systems to evaluate and demonstrate the progress of all students. This grant will allow for the continued development of processes and plans to collect data from local school districts, community colleges, four-year colleges, and universities and will make this data accessible to stakeholders and the public in a meaningful way. As a member of the Data Advisory Group, established under the first SLDS grant awarded to Illinois in April 2009, the Illinois Board of Higher Education will be pleased to continue as a member of this group, which advises on policy direction for the data activities.

I look forward to working with the Illinois State Board of Education to continue the development and implementation of a statewide data system and appreciate the opportunity to be involved in this effort.

Sincerely,


Judy Erwin
Executive Director

ILLINOIS EARLY LEARNING COUNCIL



Dr. Christopher Koch
State Superintendent of Education
Illinois State Board of Education
100 N. 1st Street
Springfield, Illinois 62777

Dear Dr. Koch:

We are writing to express support for the State Longitudinal Data Systems ("SLDS") grant proposal which you are submitting to the U.S. Department of Education. We are excited about the continued development of Illinois' SLDS and the proposed information and resources this project can provide to schools, community colleges, universities and policymakers.

This grant will allow for the continued development of processes and plans to collect data from local school districts and non-profit organizations and make this data accessible to stakeholders and the public in a meaningful way. It will also allow including children under three who participate in ISBE-funded programs to become part of the Illinois Longitudinal Data System so we can evaluate and demonstrate the progress of starting with very young children. This aligns with our state Longitudinal Data System statute we passed last spring including children from birth in our Longitudinal Data System. As a member of the Data Advisory Group, established under the first SLDS grant awarded to Illinois in April 2009, the Illinois Early Learning Council will be pleased to continue as a member of this group, which advises on policy direction for the data activities.

We look forward to working with the Illinois State Board of Education to continue the development and implementation of a statewide data system and appreciate the opportunity to be involved in this effort.

Sincerely,

Harriet Meyer
Ounce of Prevention Fund
Co-chair, Illinois Early Learning Council

Julie M. Smith
Office of Governor Pat Quinn
Co-chair, Illinois Early Learning Council

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--Budget Narrative (Justification)** Pages: **8** Uploaded
File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--Budget Narrative (12-09).pdf**

Budget Narrative by Project Year

PROJECT YEAR 1 (July 1, 2010-June 30, 2011)

PERSONNEL (ISBE)

\$ 0

ISBE will provide the following personnel as in-kind services to assist in the development and implementation of the ILDS Expansion Project. These personnel will also be committed to sustain the project following the grant period. The ISBE staff and resources identified below will be provided as in-kind services and are not included in the amount of federal funds requested.

Project Sponsors (2)	.20 FTE each
Liaison to Superintendent and Board	.05 FTE
Technology Support Specialist	.05 FTE
Legal Support	.05 FTE
Data Systems Specialists (2)	.25 FTE each
Database Administrator	.15 FTE
Coordinators for Course Code Facilitator, TSR Revisions, and TCIS/ECS Revisions (3)	.10 FTE each

FRINGE BENEFITS (ISBE)

0

Fringe benefits for the following ISBE personnel assigned to the project will be provided as in-kind services and are not included in the amount of federal funds requested.

Project Sponsors (2)	.20 FTE each
Liaison to Superintendent and Board	.05 FTE
Technology Support Specialist	.05 FTE
Legal Support	.05 FTE
Data Systems Specialists (2)	.25 FTE each
Database Administrator	.15 FTE
Coordinators for Course Code Facilitator, TSR Revisions, and TCIS/ECS Revisions (3)	.10 FTE each

TRAVEL

8,000

Attendance of Washington, DC, two-day meeting for two project staff.

EQUIPMENT

350,000

Virtual servers, Avamar nodes, disc enclosures, miscellaneous VM and server licenses, and data warehouse software will be purchased in Years 1 and 2 to provide the capability to link agency data collection systems and enable full implementation of the data warehouse.

Budget Narrative by Project Year

PROJECT YEAR 1 (CONTINUED)

One virtual server, one Avamar node, one disc enclosure, one miscellaneous VM license, and one server license 175,000
Software (to be determined) 175,000

SUPPLIES 0

CONTRACTUAL 3,904,845

The amounts cited for contractual services are based on rates determined by the Illinois Central Management Services master contract and on the experience of ISBE in developing longitudinal data systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and, unless otherwise stated, 261 days per year.

In-Kind and State Funds

ISBE—Project Manager: The current ILDS project manager will also serve as project manager for the ILDS Expansion Project. The manager's role is described in the project narrative. 2009 IES Grant funds will be used to pay for the manager's services on the ILDS Expansion Project.

0.10 FTE *in-kind (ILDS Project)*

ISBE—Course Code Facilitator (ILDS Expansion Project Component 1, as described in the project narrative): The course code facilitator will be responsible for the design and implementation of a statewide course classification system for middle and high school students. \$100,000 (*state funds*)

ISAC—Statewide Data Transcript System (ILDS Expansion Project Component 1, as described in the project narrative): ISAC will contract with a vendor to develop the Statewide Data Transcript System. \$800,000 (*state funds*)

Federal Funds

Assistant Project Manager: The assistant project manager will work under the direction of the project manager for the ILDS Expansion Project to accomplish project activities. 1.00 FTE @ \$85/hour 153,920

SIS Vendor—ILDS Expansion Project Components 1 and 4, as described in the project narrative: The SIS vendor will be responsible for preliminary planning, design, and implementation for linking SIS data with the statewide transcript system, including the number of data transfers necessary for each year; and preliminary planning, design, and implementation of the Early Childhood Data Collection System to capture information (within the SIS structure) on all state-funded programs in

Budget Narrative by Project Year

PROJECT YEAR 1 (CONTINUED)

Illinois serving children from birth to five. 450,000

TCIS/ECS/TSR Vendor–ILDS Expansion Project Component 2, as described in the project narrative: This vendor will implement the redesign of the TCIS/ECS and TSR systems, which will include the redesign of TCIS, TCIS Scanning, and ECS to create an integrated website; the modification of TSR, with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR; and the collection of data for each teacher and principal indicating the summative evaluation rating for each performance evaluation. 1,000,000

ACT–ILDS Expansion Project Component 3, as described in the project narrative: ACT will plan, design, and implement modifications to the High School Feedback Report to expand on information regarding postsecondary enrollment and performance. 25,000

ISAC–ILDS Expansion Project Component 1, as described in the project narrative: Through a statewide data transcript system vendor, ISAC will be responsible for implementation of the data transcript system statewide for all public middle and high schools, which will include facilitating the upload of transcript data from LEAs to and establishing data feeds from SIS to the State Transcript Depository for development of transcripts, ISAC for scholarship and student assistance programs, and postsecondary educational institutions for student application and enrollment functions. 1,000,000

ICCB–ILDS Expansion Project Component 3, as described in the project narrative: ICCB will design and implement initiatives designed to improve postsecondary and workforce data collection, including developing an ICCB web portal for Tech Prep/Partnerships for College and Career Success and Perkins IV Core Measures; developing enhanced ICCB performance/accountability reports to increase performance, transition measure, and indicator reporting transparency; and developing data-sharing agreements with the Unemployment Wage Record Office and incorporate information from Unemployment Wage Records. Through the National Student Clearinghouse, ICCB will provide access to public and private postsecondary education data nationwide to better track transfer and concurrent enrollment students. 879,450

IBHE–ILDS Expansion Project Component 3, as described in the project narrative: IBHE will design and implement initiatives designed to improve postsecondary and workforce data collection, including working with a new consortium to develop consistent collection processes and appropriate database safeguards for relational databases, and improving postsecondary

Budget Narrative by Project Year

PROJECT YEAR 1 (CONTINUED)

education performance and accountability reporting through development of online reporting tools that will complement existing data book degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the IBHE website, as well as increase accountability and utility.

396,475

CONSTRUCTION

0

OTHER

0

DIRECT COSTS FOR YEAR 1

\$4,262,845

INDIRECT COSTS FOR YEAR 1 (19.0%—calculated on travel)

1,520

TRAINING STIPENDS

0

TOTAL PROJECT COSTS FOR YEAR 1

\$4,264,365

Budget Narrative by Project Year

PROJECT YEAR 2 (July 1, 2011-June 30, 2012)

PERSONNEL (ISBE) \$ 0

Same in-kind personnel salaries as provided in Year 1.

FRINGE BENEFITS (ISBE) 0

Same in-kind fringe benefits as provided in Year 1.

TRAVEL 8,000

Attendance of Washington, DC, two-day meeting for two project staff.

EQUIPMENT 350,000

Virtual servers, Avamar nodes, disc enclosures, miscellaneous VM and server licenses, and data warehouse software will be purchased in Years 1 and 2 to provide the capability to link agency data collection systems and enable full implementation of the data warehouse.

One virtual server, one Avamar node, one disc enclosure, one miscellaneous VM license, and one server license 175,000
Software (to be determined) 175,000

SUPPLIES 0

CONTRACTUAL 5,345,755

The amounts cited for contractual services are based on rates determined by the Illinois Central Management Services master contract and on the experience of ISBE in developing longitudinal data systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and, unless otherwise stated, 261 days per year.

In-Kind and State Funds

ISBE—Project Manager 0.10 FTE *in-kind (ILDS Project)*

ISAC—Statewide Data Transcript System (ILDS Expansion Project Component 1, as described in the project narrative) \$800,000 (state funds)

Federal Funds

Assistant Project Manager 1.00 FTE @ \$95/hour 163,540

SIS Vendor—ILDS Expansion Project Components 1 and 4 450,000

Illinois State Board of Education ***Budget Narrative 5***
Statewide Longitudinal Data Systems (ARRA) ***CFDA #84.384A*** ***December 2009***

Budget Narrative by Project Year

PROJECT YEAR 2 (CONTINUED)

<i>TCIS/ECS/TSR Vendor–ILDS Expansion Project Component 2</i>	<i>2,000,000</i>	
<i>ACT–ILDS Expansion Project Component 3</i>	<i>25,000</i>	
<i>ISAC–ILDS Expansion Project Component</i>	<i>2,100,000</i>	
<i>ICCB–ILDS Expansion Project Component 3</i>	<i>273,339</i>	
<i>IBHE–ILDS Expansion Project Component 3</i>	<i>333,876</i>	
CONSTRUCTION		0
OTHER		0
DIRECT COSTS FOR YEAR 2		\$5,703,755
INDIRECT COSTS FOR YEAR 2 (19.0%–calculated on travel)		1,520
TRAINING STIPENDS		0
TOTAL PROJECT COSTS FOR YEAR 2		\$5,705,275

Budget Narrative by Project Year

PROJECT YEAR 3 (July 1, 2012-June 30, 2013)

PERSONNEL (ISBE) \$ 0

Same in-kind personnel salaries as provided in Years 1 and 2.

FRINGE BENEFITS (ISBE) 0

Same in-kind fringe benefits as provided in Years 1 and 2.

TRAVEL 8,000

Attendance of Washington, DC, two-day meeting for two project staff.

EQUIPMENT 0

SUPPLIES 0

CONTRACTUAL 1,890,659

The amounts cited for contractual services are based on rates determined by the Illinois Central Management Services master contract and on the experience of ISBE in developing longitudinal data systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and, unless otherwise stated, 261 days per year.

In-Kind and State Funds

ISBE—Project Manager *0.10 FTE* *in-kind (ILDS Project)*

ISAC—Statewide Data Transcript System (ILDS Expansion Project Component 1, as described in the project narrative) *\$800,000 (state funds)*

Federal Funds

Assistant Project Manager *1.00 FTE @ \$110/hour* *173,160*

TCIS/ECS/TSR Vendor—ILDS Expansion Project Component 2 *1,000,000*

ACT—ILDS Expansion Project Component 3 *25,000*

ICCB—ILDS Expansion Project Component 3 *354,129*

IBHE—ILDS Expansion Project Component 3 *338,370*

CONSTRUCTION 0

Budget Narrative by Project Year

PROJECT YEAR 3 (CONTINUED)

OTHER	0
DIRECT COSTS FOR YEAR 3	\$1,898,659
INDIRECT COSTS FOR YEAR 3 (19.0%—calculated on travel)	1,520
TRAINING STIPENDS	0
TOTAL PROJECT COSTS FOR YEAR 3	\$1,900,179
<hr/>	
TOTAL PROJECT COSTS FOR YEARS 1-3	\$11,869,819

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **2009 IL Statewide Longitudinal Data Systems (ARRA)--ED 524 Section C Pages: 2** Uploaded File: **u:\2009 IL Statewide Longitudinal Data Systems (ARRA) Proposal--ED524, Section C--Budget Breakdown (12-09).pdf**

Budget Information–Non-Construction Programs—ED 524–Section C

BUDGET BREAKDOWN OF FEDERAL FUNDS BY PROJECT YEAR

Budget Category	Year 1	Year 2	Year 3	Totals
Personnel (ISBE–all in-kind)	\$ 0	\$ 0	\$ 0	\$ 0
Fringe Benefits (ISBE–all in-kind)	0	0	0	0
Travel	8,000	8,000	8,000	24,000
<i>Washington, DC, meetings</i>	8,000	8,000	8,000	24,000
Equipment	350,000	350,000	0	700,000
<i>Virtual servers, Avamar nodes, disc enclosures, VM licenses, server licenses</i>	175,000	175,000	0	350,000
<i>Data warehouse software</i>	175,000	175,000	0	350,000
Supplies	0	0	0	0
Contractual	3,904,845	5,345,755	1,890,659	11,141,259
<i>Assistant Project Manager</i>	153,920	163,540	173,160	490,620
<i>SIS Vendor</i>	450,000	450,000	0	900,000
<i>TCIS/ECS/TSR Vendor</i>	1,000,000	2,000,000	1,000,000	4,000,000
<i>ACT</i>	25,000	25,000	25,000	75,000
<i>ISAC</i>	1,000,000	2,100,000	0	3,100,000
<i>Statewide Data Transcript System</i>	0	0	0	0
<i>ICCB</i>	879,450	273,339	354,129	1,506,918
<i>IBHE</i>	396,475	333,876	338,370	1,068,721
<i>Course Code Facilitator</i>	0	0	0	0
Construction	0	0	0	0
Other	0	0	0	0
Total Direct Federal Costs	4,262,845	5,703,755	1,898,659	11,865,259
Indirect Costs (19.0%–calculated on travel)	1,520	1,520	1,520	4,560
Training Stipends	0	0	0	0
Total Federal Project Costs	\$4,264,365	\$5,705,275	\$1,900,179	\$11,869,819

Budget Information–Non-Construction Programs—ED 524–Section C

BUDGET BREAKDOWN OF STATE FUNDS BY PROJECT YEAR

Budget Category	Year 1	Year 2	Year 3	Totals
Personnel (ISBE–all in-kind)	\$ 0	\$ 0	\$ 0	\$ 0
Fringe Benefits (ISBE–all in-kind)	0	0	0	0
Travel	0	0	0	0
<i>Washington, DC, meetings</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Equipment	0	0	0	0
<i>Virtual servers, Avamar nodes, disc enclosures, VM licenses, server licenses</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Data warehouse software</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Supplies	0	0	0	0
Contractual	900,000	800,000	800,000	2,500,000
<i>Assistant Project Manager</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>SIS Vendor</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>TCIS/ECS/TSR Vendor</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>ACT</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>ISAC</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Statewide Data Transcript System</i>	<i>800,000</i>	<i>800,000</i>	<i>800,000</i>	<i>2,400,000</i>
<i>ICCB</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>IBHE</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Course Code Facilitator</i>	<i>100,000</i>	<i>0</i>	<i>0</i>	<i>100,000</i>
Construction	0	0	0	0
Other	0	0	0	0
Total Direct State Costs	900,000	800,000	800,000	2,500,000
Indirect Costs (not applicable)	0	0	0	0
Training Stipends	0	0	0	0
Total State Project Costs	\$900,000	\$800,000	\$800,000	\$2,500,000