

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEMS**

**CFDA # 84.372A**

**PR/Award # R372A090028**

**Grants.gov Tracking#: GRANT10076113**

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

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## Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: <input type="text" value="09/24/2008"/>		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
<b>State Use Only:</b>					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
<b>8. APPLICANT INFORMATION:</b>					
* a. Legal Name: <input type="text" value="Illinois State Board of Education"/>					
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="05-0527061"/>			* c. Organizational DUNS: <input type="text" value="806812558"/>		
d. Address:					
* Street1:	<input type="text" value="100 North First Street"/>				
Street2:	<input type="text"/>				
* City:	<input type="text" value="Springfield"/>				
County:	<input type="text" value="Sangamon"/>				
* State:	<input type="text" value="IL: Illinois"/>				
Province:	<input type="text"/>				
* Country:	<input type="text" value="USA: UNITED STATES"/>				
* Zip / Postal Code:	<input type="text" value="62777-0001"/>				
e. Organizational Unit:					
Department Name: <input type="text" value="Standards and Assessments"/>			Division Name: <input type="text"/>		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	<input type="text" value="Dr."/>	* First Name:	<input type="text" value="Connie"/>		
Middle Name:	<input type="text"/>				
* Last Name:	<input type="text" value="Wise"/>				
Suffix:	<input type="text"/>				
Title:	<input type="text" value="Assistant Superintendent"/>				
Organizational Affiliation: <input type="text"/>					
* Telephone Number:	<input type="text" value="217/782-0354"/>	Fax Number:	<input type="text" value="217/782-5333"/>		
* Email:	<input type="text" value="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:**

84.372

CFDA Title:

Statewide Data Systems

**\* 12. Funding Opportunity Number:**

ED-CRANTS-062608-001

\* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

**13. Competition Identification Number:**

84-372A2009-1

Title:

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

Illinois

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

Illinois Longitudinal Data System Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="8,999,956.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="8,999,956.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

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

\*\* I AGREE

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

Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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	\$ 142,008	\$ 305,600	\$ 515,800	\$ 554,600	\$ 0	\$ 1,518,008
2. Fringe Benefits	\$ 66,000	\$ 144,000	\$ 248,200	\$ 269,280	\$ 0	\$ 727,480
3. Travel	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 0	\$ 56,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 775,190	\$ 1,798,510	\$ 1,341,400	\$ 1,346,400	\$ 0	\$ 5,261,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 997,198	\$ 2,262,110	\$ 2,119,400	\$ 2,184,280	\$ 0	\$ 7,562,988
10. Indirect Costs*	\$ 189,468	\$ 429,801	\$ 402,686	\$ 415,013	\$ 0	\$ 1,436,968
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,186,666	\$ 2,691,911	\$ 2,522,086	\$ 2,599,293	\$ 0	\$ 8,999,956

**\*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: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Christopher Koch</p>	<p>* TITLE</p> <p>State Superintendent of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Illinois State Board of Education</p>	<p>* DATE SUBMITTED</p> <p>09/24/2008</p>

Standard Form 424B (Rev. 7-97) Back



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## 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 an 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 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 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.

<b>* APPLICANT'S ORGANIZATION</b> Illinois State Board of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Christopher"/> Middle Name: <input type="text" value="A."/>
* Last Name: <input type="text" value="Koch"/>	Suffix: <input type="text" value="Ed.D."/>
* Title: <input type="text" value="State Superintendent of Education"/>	
* SIGNATURE: <input type="text" value="Christopher Koch"/>	* DATE: <input type="text" value="09/24/2008"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Connie		Wise	

Address:

* Street1:	100 North First Street
Street2:	
* City:	Springfield
County:	
* State:	IL: Illinois
* Zip Code:	62777-0001
* Country:	USA: UNITED STATES

\* 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 to this program

**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:**

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Add Attachment

Delete Attachment

View Attachment

# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: 1234-2008 IL SEA SLDS Abstract.pdf

## Abstract

### Illinois Longitudinal Data System (ILDS) Project

The Illinois State Board of Education (ISBE) has designed, built, and deployed some of the fundamental building blocks of a statewide longitudinal data system, including implementation of a unique student ID and student-level data collection. While in a better position to support the tracking of individual students, ISBE needs to take the critical steps of integrating all ISBE student-level data collection systems and connecting student-level data with data from other parts of the ISBE education enterprise (e.g., staff data, special education, and school district finance). In addition, ISBE and its state education partners seek to link P-12 data maintained by ISBE with postsecondary and employment data on Illinois graduates in order to analyze the impact of educational programs on student outcomes.

The goal of the ILDS Project is to establish the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data through the following interrelated components:

***Component #1—Establish a State Education Data Advisory Group.*** ISBE will convene a broad-based group of stakeholders to advise ISBE and its education partners on data use and management. This project component will establish a defined body responsible for advising on data coordination across agencies and implementation of joint data activities.

***Component #2—Develop an Enterprise-wide Data Architecture.*** ISBE will establish standard data definitions to support federal reporting, define a data architecture for data warehouse development, and identify data transaction sets to support interoperability with LEA systems.

***Component #3—Improve Data Quality Through a System of Data Stewards and Enhanced Data Audit Procedures.*** ISBE will establish a system of data stewards with responsibility for data quality and management for all ISBE centers, establish a process of statistical checks for LEA data submissions, and expand LEA training opportunities to improve data quality.

***Component #4—Develop an Education Enterprise Data Warehouse.*** Through development of a data warehouse, all student-level data maintained by ISBE will be linked to other student-level data and K-12 education data. LEAs will be able to obtain numerous additional data reports and have expanded ability to perform data analyses using data maintained by ISBE. Within the data warehouse, ISBE will create a Data Mart specifically for federal reporting that draws data from multiple systems and significantly reduces the reporting burden on the SEA and LEAs.

***Component #5—Link the ISBE Unique Student Identifier with Postsecondary and Employment Data and Use Linked Data for Research and Evaluation Purposes.*** ISBE and its state education partners will build on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary and employment data. ISBE and its education partners will also work to establish data-sharing agreements consistent with FERPA and state privacy protection laws that permit data sharing among ISBE, postsecondary, and employment systems. Through this project component, the state-level education and employment agencies will have in place processes to use shared data for long-term longitudinal studies, state-supported research and evaluation, and research conducted by external organizations.

# **Project Narrative**

## **Project Narrative**

Attachment 1:

**Title: Pages: Uploaded File: 1238-2008 IL SEA SLDS Project Narrative.pdf**

## Project Narrative

### Illinois Longitudinal Data System Project

#### A. Need for the Project

The Illinois State Board of Education (ISBE) has designed, built, and deployed some of the fundamental building blocks of a statewide longitudinal data system. This includes implementation of a unique student ID and student-level data collection. While ISBE is now in a better position to support the tracking of individual students, it needs to take the critical steps of integrating all ISBE systems that collect student-level data and connecting student-level data with data from other parts of the ISBE education enterprise (e.g., staff data, special education, and LEA finance). This fundamental integration is needed to support the analysis of the factors that contribute to student performance. The ability to integrate these data and provide information in an easy-to-use manner to LEA administrators and teachers is key to creating a decision-making environment in Illinois that is data driven. In addition, ISBE and its state education partners seek to link P-12 data that are maintained by ISBE with postsecondary and employment data on Illinois graduates in order to analyze the impact of educational programs on student outcomes. Through the Illinois Longitudinal Data System (ILDS) Project described here, ISBE seeks to establish 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 Statewide Data System*

In 2001, ISBE developed an information technology strategic plan in which ISBE identified the following as critical data system components necessary to serve Illinois education stakeholders: a statewide student information system (SIS), an electronic grants management system (eGMS), and a data warehouse. Since the development of the strategic plan, ISBE has deployed the SIS and the eGMS.

Focusing on the statewide SIS, ISBE conducted a requirements analysis in 2002 and identified the high-level requirements for collecting and managing student data from LEAs. In a local control state where LEAs range dramatically in size, ISBE decided to implement a state SIS where LEAs continue to manage their own local student data management systems but require them to submit student-level data through a state data collection and management system.

In designing a statewide SIS, ISBE considered the following needs:

- The system needed to place minimal data reporting burdens on LEAs.
- The system needed to support LEAs that ranged in size and sophistication from fewer than 50 students to more than 400,000 students, and needed to support the collection of 2 million student records from all LEAs collectively.
- The system needed to be designed so that LEAs could use their local student data management packages to submit data to the state SIS.
- The state SIS needed to support the assignment of a unique state student ID that LEAs could assign to each of their students and store in their local student data management packages.
- The state needed to design the SIS to be a central repository for student demographics and to serve as the source for state assessment pre-ID labels.

## Project Narrative

- The SIS repository needed to be designed so that it could support the integration of assessment data when results were available from the assessment vendor.
- The update of student data loaded into the state SIS needed to support, to the extent possible, real-time updates.

ISBE initiated the project in summer 2004 with vendor support and planned a three-year phased deployment. In summer 2005, ISBE piloted and then deployed statewide the assignment of unique student IDs. This was followed by the deployment of the pre-ID test label generation in winter 2006 to support the 2005-2006 state assessment process. To date, much of the ISBE effort has focused on the processes supporting the assignment of the unique student ID and the data-collection processes supporting the state assessment cycles. Reporting capabilities have focused primarily on data quality, providing LEA views of data to support data cleansing and validation efforts.

### *Need to Expand the ISBE SIS to Support a Full Longitudinal Tracking System*

*Need for Enterprise-wide Data Integration and Analysis.* Since ISBE has begun to stabilize the student ID assignment and data collection processes, it now manages a valuable repository of data that it should make available to LEAs (administrators and teachers), program evaluators, and policymakers to support decisions in the classroom. As of September 2008, the ISBE SIS includes:

- Four years of student enrollment data and program information.
- Updated student demographic information.
- Three years of assessment results.

In addition, ISBE currently manages a series of legacy systems that contain valuable information on student characteristics and program investments, which are needed to support the analysis of student outcomes in Illinois. Specifically, these other sources provide the following data:

- Teacher demographic and certification information.
- LEA and school program participation.
- LEA financial information, including budget and expenditures.
- LEA facilities (buildings and equipment).
- Specialized student programs, including technical education and special education information.
- LEA compliance and monitoring.
- LEA child nutrition services, including free and reduced-price breakfast and lunches (public, nonpublic, and ungraded entities).

ISBE policy analysts and LEAs are now requesting to have access, in a secure environment and consistent with FERPA, to these various sources of information in a more integrated format to support research and analysis. Due to limited resources, ISBE has not been able to transform this repository of data into a tool that LEAs and other education stakeholders can use. ISBE is now at the stage where it needs to develop an educational data warehouse to support a decision-making environment that is data driven.

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*Need to Support the Federal Electronic Data Exchange Network (EDEN)/EDFacts.* ISBE needs to improve the approach it uses to support the data aggregation and submission process for EDEN/EDFacts. Specifically, ISBE currently supports a series of automated programs that pull data from the various source systems to produce the aggregations and calculations for EDEN/EDFacts. This is a high-maintenance process that can be streamlined with the right data architecture and solution set in place (i.e., developing an enterprise-wide data architecture and data warehouse).

*Need to Support the Ecosystem of Illinois Education Programs.* The ISBE SIS primarily collects and maintains data relating to the K-12 public education system. Recently, the ISBE SIS has been expanded to include data from state-supported PreK programs. As factors that have an impact on student performance and outcomes are further examined, LEAs and education policy makers are interested in student outcomes subsequent to high school graduation. Specifically, ISBE, LEAs, postsecondary education, and legislators are interested in capturing and tracking:

- The educational program status of Illinois P-12 students who participate in postsecondary education efforts university, college, vocational education, or military.
- The postsecondary education and employment outcomes for these students to enable awareness of the types of employment opportunities that students take on after graduation from the Illinois educational system.

ISBE and its partners in education would like to analyze the data to understand the variables that produce students with successful academic outcomes, which lead to successful employment opportunities in the state and elsewhere. Using this information, ISBE and its partners can shape programs that provide opportunities for students to be successful. In response to this need to understand the impact of the entire ecosystem of educational programs in Illinois, ISBE and its state education partners need to implement strategies to link the ISBE-assigned unique student ID with other state education data systems to support P-20 program analyses.

### *Statewide Longitudinal Data System Requirements*

Through the ILDS Project, ISBE will undertake activities to build a statewide longitudinal data system that complies with the minimum requirements for statewide longitudinal data systems, as described in Section IV of the federal Request for Applications (RFA).

**Table 1. Minimum SLDS Requirements**

<i>Governance and Policy Requirements</i>		
<b>SLDS Requirement</b>	<b>Current Status</b>	<b>Plans</b>
Need and Uses. In addition to providing information that helps to improve student achievement and reduce achievement gaps among students, a successful data system should address the other	ISBE data systems currently cannot provide data that can be effectively used in education decision-making at multiple levels, from policy to classroom instruction. Data currently collected by the agency is highly fragmented across various systems	In order to provide data that can be used in decision-making at multiple levels, ISBE must develop an education enterprise-wide data warehouse,

**Project Narrative**

<i>Governance and Policy Requirements</i>		
<b>SLDS Requirement</b>	<b>Current Status</b>	<b>Plans</b>
key educational policy questions in the state. The system should provide data that can be used in education decision-making at multiple levels, from policy to classroom instruction.	and collection vehicles. This fragmentation includes multiple data systems that include student-level data, as well as a variety of systems that maintain data from other parts of the ISBE education enterprise (e.g., staff data, LEA and school program participation, and LEA financial information). ISBE has little ability to perform analyses of data across its systems and cannot effectively deliver data from these systems for reporting or analysis purposes.	which it seeks to develop through the ILDS Project.
<u>Governance.</u> A successful data system rests upon a governance structure that involves state and local stakeholders in system design and implementation. Particularly when expanding the data capacity in existing P-12 systems to include other educational data, an SLDS must identify the entities responsible for operation of the statewide data system and should include a common understanding of data ownership, data management, and data confidentiality and access, as well as the means to resolve differences among partners.	Illinois needs to establish a data system governance structure that involves state and local stakeholders in system design and implementation.	To accomplish this task, ISBE proposes to establish a State Education Data Advisory Group through the ILDS Project.
<u>Institutional Support.</u> A successful data system requires institutional support from leadership within the SEA and from relevant stakeholders within and external to the SEA. The support must include authorization to develop and implement the SLDS, as well as the commitment of necessary staff and other resources. If the SLDS is to be expanded to include data from other systems,	The Institutional Support section of this narrative describes the support from ISBE and other relevant stakeholders for the ILDS Project. The letters of support included in Appendix A further demonstrate that all involved institutions are committed to working toward shared data system outcomes and objectives.	ISBE and its state education partners intend to continue to place the highest priority on a quality state education data system. The State Education Data Advisory Group created through the ILDS Project will help to establish a shared vision for outcomes

**Project Narrative**

<i>Governance and Policy Requirements</i>		
<b>SLDS Requirement</b>	<b>Current Status</b>	<b>Plans</b>
all institutions involved must agree to a shared vision for outcomes and objectives.		and objectives.
<u>Sustainability</u> . A successful data system requires ongoing support from the SEA after it has been implemented. At a minimum, the system requires ongoing commitment of staff and other resources for system maintenance, quality control, and user training.	The <i>Project Personnel and Resources</i> section of this narrative demonstrates that ISBE will commit the staff and expertise necessary to implement the ILDS Project and oversee its continued operation.	The ILDS Project components will help to establish the technical and management systems needed to oversee ongoing maintenance of the project, quality control, and user training.
<i>Technical Requirements</i>		
<b>SLDS Requirement</b>	<b>Current Status</b>	<b>Plans</b>
<u>Federal Reporting</u> . A successful data system must be able to meet federal reporting requirements, including those of the ED <i>Facts</i> system; the system should provide efficiencies that reduce the burden of federal reporting for schools and LEAs.	Because of the multiple data systems maintained by ISBE, federal reporting tasks are typically intensive efforts that absorb a great deal of staff time to complete. In addition, LEAs report information through multiple systems that is later used by ISBE to meet federal reporting requirements.	The centralization of data within an education enterprise-wide data warehouse as part of the ILDS Project will significantly reduce the burden of federal reporting for ISBE and LEAs.
<u>Privacy Protection and Data Accessibility</u> . An SLDS must ensure the confidentiality of student data, consistent with FERPA requirements and other state laws and regulations concerning confidentiality of individual records. The system should also include documentation that clearly articulates what data will be accessible, to which users, and for what purposes.	Privacy protection was of central concern to ISBE when developing the SIS. ISBE and its state education partners have maintained a significant focus on privacy protection when considering the interoperability between P-12 and postsecondary and employment data.	Privacy protection and data accessibility will continue to be of critical importance to all components of the ILDS Project.
<u>Data Quality</u> . A successful data system must ensure the integrity, security, and quality of data. It should include an ongoing plan for training those entering or using the data, as well as procedures for monitoring the accuracy of	ISBE has established specific audit functions associated with the SIS. The ISBE SIS application generates audit trail entries for all online and batch processes. An audit trail is maintained when the user requests the assignment of a new unique student ID or validates and updates student	As part of the ILDS Project, ISBE seeks to strengthen its data audit systems to assess data quality, validity, and reliability.

## Project Narrative

<i>Technical Requirements</i>		
SLDS Requirement	Current Status	Plans
information.	attributes. Implementation of the ISBE SIS has involved extensive and ongoing training of LEA personnel.	
<u>Interoperability.</u> A successful data system has the capacity to exchange data between the SEA and LEAs, among LEAs, and with other appropriate state agencies or educational entities.	The ISBE SIS currently has the ability to produce a variety of reports for LEAs. However, this reporting capacity is limited because the ISBE SIS is not linked with other ISBE systems through a data warehouse. Efforts have been initiated to link ISBE data with postsecondary and employment data.	As part of the ILDS Project, ISBE seeks to improve interoperability with LEAs by enhancing and expanding its data reporting through establishing a data warehouse. ISBE also seeks to build on recent efforts to improve interoperability with postsecondary and employment data.
<u>Enterprise-wide Architecture.</u> A successful SLDS includes an enterprise-wide data architecture that links records across information systems and data elements across time, and allows for longitudinal analysis of dropout and graduation rates and student achievement growth. The architecture should include, at a minimum, a system for assigning unique student IDs, a data dictionary, a data model, and business rules.	ISBE has developed a system for assigning unique student IDs as part of the ISBE SIS. ISBE has not developed the enterprise-wide data architecture necessary to link the ISBE SIS with other systems.	As part of the ILDS Project, ISBE seeks to develop an enterprise-wide data architecture to support all of its longitudinal data system improvements and enhancements.

### B. Project Objectives

ISBE seeks to achieve the following five objectives through the ILDS Project:

1. Establish a State Education Data Advisory Group.
2. Develop an enterprise-wide data architecture.
3. Improve data quality through a system of data stewards and enhanced data audit procedures.
4. Develop an education enterprise data warehouse.
5. Link the ISBE-assigned unique student ID with postsecondary and employment data, and use linked data for research and evaluation purposes.

Each objective is described in Table 2.

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**Table 2. Objectives, Current Status, Expected Outcomes**

Objective	Current Status	Expected Outcomes
1. Establish a State Education Data Advisory Group.	Coordination among state education agencies and with other external stakeholders on data issues is on an ad hoc basis.	<ol style="list-style-type: none"> <li>1. A broad-based group of stakeholders will advise ISBE and other state education agencies on data use and management.</li> <li>2. The state will have a defined body responsible for advising on data coordination across agencies and implementation of joint data activities.</li> </ol>
2. Develop an enterprise-wide data architecture.	While ISBE has a system to assign unique student IDs, it does not have an enterprise-wide data architecture.	<ol style="list-style-type: none"> <li>1. Standard data definitions will be established to support federal reporting.</li> <li>2. Data architecture will be defined for data warehouse development.</li> <li>3. Data transaction sets will be identified to support SIF vertical reporting within LEAs.</li> </ol>
3. Improve data quality through a system of data stewards and enhanced procedures for data auditing.	ISBE has in place specific data audit functions associated with the ISBE SIS.	<ol style="list-style-type: none"> <li>1. A system of data stewards will be established with responsibility for all ISBE Centers.</li> <li>2. A process of statistical checks will be in place for LEA data submitted to ISBE.</li> <li>3. LEAs will have expanded opportunities to participate in training to improve data quality.</li> </ol>
4. Develop an education enterprise data warehouse.	ISBE manages a valuable repository of data but has limited ability to effectively use the data for education decision-making, federal reporting, and reporting to LEAs.	<ol style="list-style-type: none"> <li>1. All student-level data maintained by ISBE will be linked with other student-level data and other P-12 education data.</li> <li>2. LEAs will be able to obtain numerous additional data reports from the ISBE SIS and have expanded ability to perform data analyses using data maintained by ISBE.</li> <li>3. ISBE will have an <i>EDFacts</i> Data Mart that draws data from multiple systems to facilitate federal reporting.</li> <li>4. State education partners will be able to query P-12 and postsecondary data linked within the data warehouse through established protocols consistent with FERPA.</li> <li>5. Advanced Placement<sup>®</sup> exam scores will be collected through the ISBE SIS and maintained in the data warehouse.</li> </ol>
5. Link the ISBE-assigned unique student ID with postsecondary	ISBE has undertaken an administrative rule change to add its unique student ID to high school transcripts so that postsecondary institutions can also receive	<ol style="list-style-type: none"> <li>1. Postsecondary data systems will be able to enter and maintain unique student ID numbers received from high school transcripts.</li> <li>2. Data-sharing agreements consistent with FERPA and state privacy protection laws will be in place to permit sharing of data among ISBE, postsecondary,</li> </ol>

## Project Narrative

Objective	Current Status	Expected Outcomes
and employment data; use linked data for research and evaluation purposes.	and use the unique student ID for data linkages. ISBE and other state education partners are negotiating the data-sharing agreement necessary to produce high school feedback reports on postsecondary outcomes.	and employment systems. 3. Publicly available high school feedback reports will analyze and present postsecondary outcome data for every Illinois public high school. 4. ISBE and its state education partners will have processes in place to use shared data for long-term longitudinal studies, state-supported research and evaluation, and research conducted by external organizations.

### *Determination of the Needs for and Uses of the ILDS Project*

ISBE has undertaken several requirements analyses to determine the needs for and uses of the ILDS Project. As described in the *Need for the Project* section, ISBE undertook a requirements analysis in 2002 that identified the high-level requirements for collecting and managing student data from LEAs. This analysis informed the development of the ISBE SIS and will also inform the ILDS Project.

In addition to the 2002 analysis, ISBE completed a preliminary data warehouse requirements analysis in 2006 to document the decision support requirements and high-level project design and implementation plan. The requirements analysis was performed by an external consultant selected through a competitive procurement process and was based on interviews with key state educational agency personnel and reviews of specific ISBE system documentation. The requirements analysis:

- Identified potential users of the data warehouse.
- Defined the business requirements for the system.
- Identified the types of data to be stored in the data warehouse.
- Discussed risk management and privacy protection concerns.
- Included a detailed approach recommended for data warehouse development designed to be vendor neutral and compatible with existing ISBE technical architecture.
- Included a cost analysis and estimated budget for data warehouse development over a three-year implementation period.

Based upon the requirements analysis and the ongoing ISBE review of data warehouse needs, ISBE has identified the following populations as potential users of the data warehouse:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ ISBE</li> <li>▪ LEAs</li> <li>▪ Regional offices of education and intermediate service centers</li> <li>▪ Parents and other members of the general public</li> </ul> | <ul style="list-style-type: none"> <li>▪ State legislators</li> <li>▪ News media</li> <li>▪ Research organizations</li> <li>▪ Postsecondary institutions</li> <li>▪ State workforce and higher education agencies</li> </ul> |
|---|--|

Implementation of the ILDS Project will involve ongoing feedback of the needs for and uses of

## Project Narrative

the ILDS Project through input from the State Education Data Advisory Group and through coordination with various ISBE divisions by the data stewards.

### C. Project Design

#### *Plans for Accomplishing Project Objectives*

##### Objective 1: Establish a State Education Data Advisory Group

To ensure that the ILDS Project serves all education stakeholders, ISBE views establishing a State Education Data Advisory Group as a vital component of the ILDS Project. This group will be responsible for the sponsorship, buy-in, and direction of an enterprise education solution, and for determining the methods for connecting data across the education and employment spectra. It is envisioned that this group will consist of key ISBE representatives and representatives from entities from across the Illinois education and state governance enterprise, as described in Appendix A.

The State Education Data Advisory Group will help to define the vision and scope of the other project components and will serve as a monitor of progress. The group will advise ISBE on the parameters for change management, communication, user interface requirements, and training needs for the end users of the system. The group will also provide a forum for determining the technical, legal, and governance systems needed to connect ISBE data with postsecondary and employment data.

It is necessary for the State Education Data Advisory Group to be established and in place before any physical solution build activities can occur that involve multiple stakeholders. Specific tasks envisioned for the group include:

- A kick-off meeting of key representatives to discuss the overall project charter and strategic direction of the ILDS Project components that support tracking and integration of student data.
- Bimonthly meetings to review project status and to focus on the definition and implementation of data ownership and stewardship, as well as process changes to be implemented to support the submission and integration of data.

ISBE anticipates that the State Education Data Advisory Group will meet on an ongoing basis throughout the duration of the grant timeframe (i.e., bimonthly over the 48-month project period).

##### Objective 2: Develop an Enterprise-wide Data Architecture

ISBE seeks to develop an enterprise-wide data architecture to support the various forms of federal reporting, effectively provide data to LEAs in a useful format, and support data reporting from LEAs. ISBE recognizes that this component is an ongoing activity that must be initiated and designed before beginning any of the solution extension and build projects included in the ILDS Project.

With the enterprise-wide data architecture in place, ISBE will be able to:

- Coordinate the standard NCES and federal data definitions to ensure that the resulting data

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architecture can support the various forms of federal reporting, including EDEN data collections.

- Determine how to extend the ISBE SIS to include additional transaction data with the idea of being able to “sunset” certain legacy systems and thereby simplify the systems that ISBE needs to maintain. In addition, expanding the ISBE SIS to capture additional data collections currently performed by legacy systems will simplify the workload of data preparation and submission performed by LEAs.
- Define the data warehouse data architecture, including the subject areas and data types, that need to be tracked in a data warehouse to support all Illinois educational system stakeholders. The data standards also will facilitate the data feeds both data format and definitions from source systems, which will ensure that meaningful data are loaded into the data warehouse and can then be provided to LEAs for analysis.
- Identify the data transaction sets that will need to be defined to support an implementation of SIF vertical reporting by LEAs that are SIF-enabled.

The ISBE plan to develop an enterprise-wide data architecture includes the following tasks:

- Identify key ISBE and State Education Data Advisory Group representatives to review and determine the enterprise-wide data architecture scope and direction.
- Determine an approach for building an enterprise-wide data architecture (e.g., leverage existing federal and state models, review and use vendor models, implement a pure custom build, or implement a hybrid approach).
- Issue a request for proposals and enter into a contract for a data architecture contractor.
- Build the enterprise-wide data architecture that will address the data needs of Illinois education stakeholders.
- Based on the enterprise-wide data architecture, map the data subject areas and data definitions to the ISBE SIS.
- Define the data interfaces that need to be in place to support the ISBE SIS and the data warehouse.
- Make periodic updates to the data architecture, as necessary.

### Objective 3: Improve Data Quality Through a System of Data Stewards and Enhanced Data Audit Procedures

ISBE understands the need to address data integrity as a critical activity to support all elements of the ILDS Project. Currently there are specific audit functions associated with the ISBE SIS. The ISBE SIS application generates audit trail entries for all online and batch processes. An audit trail is maintained when the user requests the assignment of a new unique student ID or validates and updates student attributes. However, ISBE recognizes the need to improve its data audit systems to support timely and accurate data reporting and analyses.

Through the ILDS Project, ISBE will work to provide support, management, and guidance for improving the accuracy and actual use of data that are internal and external to the agency. As such, four data stewards will be hired and assigned responsibility for the four ISBE Centers: Standards and Assessments, Special Education and Support Services, School Support Services for All Schools, and Fiscal Support Services. Data stewards will report to the ILDS project sponsors and will have the following responsibilities:

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- Identify business rules for each ISBE Center.
- Work with internal and external individuals to reduce data redundancy.
- Ensure accuracy of data submitted.
- Train staff in usage of data systems, data analysis, and research.
- Identify research and analyses that would be useful for each ISBE Center.
- Lead technical assistance workshops/training in data quality and how to use the data for analysis and research.

Data stewards will play a key role in reducing data redundancy and increasing the accuracy of the data across the agency.

In addition to the data stewards, ISBE will undertake several activities to improve the quality of data submitted to ISBE from LEAs. ISBE will establish a process for performing statistical checks on data submitted by LEAs to identify possible data integrity concerns. In addition, LEAs will be offered the opportunity to participate in training using the *Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies*. The lessons contained in this curriculum help define and describe types of data errors and problems and describe the steps involved in validating and auditing data.

The ISBE plan to improve data quality and enhance its data audit system includes the following tasks:

- Define the qualifications for the data stewards and recruit and hire staff for these positions in accordance with state standard procedures.
- Upon hiring, each data steward will, under the direction of the ILDS project sponsors, identify business rules for each ISBE Center, establish a plan for improving the accuracy of data submitted, and establish a training plan for ISBE staff and an outreach/training plan for LEAs and other data sources.
- Each data steward will work with the ILDS project sponsors, project manager, and each ISBE Center director to establish a data analysis and research agenda for each Center.
- In consultation with the ISBE SIS contractor, the data stewards will establish a protocol for statistical checks to ensure the validity of data submitted by LEAs.
- The data stewards will implement the plans developed under the previous tasks and annually update the data analysis and research agenda for each ISBE Center.

### Objective 4: Develop an Education Enterprise Data Warehouse

Through the recent development and expansion of the SIS, ISBE has laid the foundation for the ILDS Project described here. The ISBE SIS contains unique student IDs for each student, student demographics, program participation indicators, assessment results, enrollment data, and FTE counts. In addition to the SIS, however, ISBE currently maintains multiple other data systems containing data that must be linked with the ISBE SIS to support federal reporting requirements, provide integrated data to LEAs, and promote research and analysis for ISBE and other educational stakeholders. As part of the ILDS Project, ISBE seeks to establish a data warehouse that integrates data from multiple systems into an operational data store, which would, in turn, feed a data warehouse and potential data marts for reporting and decision support.

The content of the data warehouse is in large part determined by the targeted user communities

## Project Narrative

and identified business requirements. However, availability and quality of data in ISBE, as well as privacy and confidentiality concerns, also dictate the substance of the data warehouse. In addition to the ISBE SIS, the following systems have been identified as critical for inclusion in the data warehouse:

- *Illinois Student Information System (ISIS)* Maintains individual student data on students taking career and technical education (CTE) courses, and produces program accountability required for the Carl D. Perkins Vocational and Technical Education Act.
- *Special Education Systems (Approval and Reimbursement System (SEARS); The Funding and Child Tracking System (FACTS))* SEARS collects individual student data on students with individualized education programs and personnel data on all full- and part-time special education staff, and produces required program information for Individuals with Disabilities Education Act and state-mandated special education programs. FACTS collects LEA special education funding and approval tracking information.
- *Annual Financial Report (AFR)*—Collects LEA-level financial information and produces information for the Fiscal Common Core of Data (CCD), EDEN, Illinois State Report Card, and other state-mandated financial reports.
- *Child Nutrition System (CNS) and Application and Claim Entry System (ACES)* Collects application, claim, and monitoring data for sponsors and sites in the National School Lunch Program, Child and Adult Care Homes Program, Child and Adult Care Day Care Centers Program, and the Summer Food Service Program.
- *Educator Certification System (ECS)* Collects and manages data and processes that support teacher certifications, teacher placement, professional development, and teacher demographic information.
- *Teacher Service Record System (TSR)* Contains individual salary and demographic data for teachers and administrators employed in Illinois LEAs and produces information for school and LEA report cards, annual statistical reports, and federal reports.
- *Electronic Grants Management System (eGMS)* Collects application and budget data from LEAs for the NCLB consolidated applications and a variety of state entitlement and discretionary grant programs.

ISBE has a strong desire to have the data warehouse accessed extensively by as broad a user base as possible. ISBE, regional offices of education/intermediate service centers, and LEA users will access the data warehouse through a web-based interface accessed through the ISBE Web Application Security (IWAS) portal, which will provide all necessary authentication and authorization security functionality. The general public and other entities (e.g., the news media) that do not have access to IWAS will have access through the ISBE public web interface to predefined data warehouse reports and queries. Organizations requiring data not available through this public interface (e.g., other state agencies and research organizations seeking student-level data) will need to work with ISBE to define a data-sharing agreement. ISBE may choose to explore creation of a data warehouse registration process where entities desiring access to data warehouse data not available via the public portal may request access online.

The following outcomes resulting from the development of the data warehouse address the primary purpose of the SLDS grant program, as described in Section III of the federal RFA:

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- *Enhancing and Expanding Data Reporting to LEAs:* The data warehouse will enhance and expand the types of data reporting available to LEAs through the ISBE SIS, and enable ISBE to provide data in an easy-to-use format that LEA administrators and teachers can use to support decisions in the classroom. The data warehouse will allow the ISBE SIS data reporting mechanisms to include CTE data included in ISIS and special education data in SEARS/FACTS. Currently, only limited CTE and special education data elements are available in reports that LEAs may access through the ISBE SIS. Depending upon individual security levels, ISBE and LEA users will have the option to view preformatted (canned) reports; view public, nonconfidential (as defined by the Freedom of Information Act) information; run web-based, interactive (ad hoc) queries; and create data extracts that would support local use of statistical and analytical tools (ranging from Excel to SPSS).
- *Enabling ISBE to Effectively Meet the Reporting Requirements of the U.S. Department of Education ED Facts System:* Because of the multiple data systems maintained by ISBE, federal reporting tasks are typically intensive efforts that absorb a great deal of staff time to complete. In addition, LEAs report through multiple systems information that is later used by ISBE to meet federal reporting requirements. The centralization of data within an education enterprise data warehouse will significantly reduce the burden of federal reporting for ISBE and LEAs. ISBE proposes to include in the data warehouse an “ED Facts Data Mart” that will draw data from multiple ISBE systems to facilitate reporting to the U.S. Department of Education.

In addition, other outcomes resulting from the development of the data warehouse address the desire of ISBE to expand the existing P-12 statewide data system:

- *Linking Student-Level Data with other P-12 Education Data:* Development of the data warehouse will enable ISBE to link student-level data with other P-12 education data currently maintained by ISBE, including teacher demographic and certification information, LEA financial and facility information, LEA compliance and monitoring, and data obtained from ISBE grant programs.
- *Linking ISBE Data with Postsecondary Data:* The data warehouse will establish query functions to enable ISBE and its state education partners to obtain data reports that link data from ISBE and postsecondary systems. For example, the data warehouse will be designed to link data that are made available by the Illinois Community College Board (ICCB) with CTE data maintained by ISBE to facilitate required reporting under the Carl D. Perkins Vocational and Technical Education Act.
- *Inclusion of New Data Elements:* As described in the *Institutional Support* section of this narrative, ISBE has contractually committed to expand its SIS collection activities to include new student-level data elements. In addition to these elements, the ILDS Project will expand data collected through the ISBE SIS and maintained in the data warehouse to include Advanced Placement<sup>®</sup> test scores obtained by the College Board. ISBE will be required to coordinate with the College Board to ensure that its test administration includes the ISBE SIS unique student ID and to undertake various system upgrades to support the collection and maintenance of this data element.

The ISBE plan to develop an education enterprise data warehouse includes the following tasks and activities:

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- Generate a request for proposals seeking development and implementation of a data warehouse.
- Upon award, update the requirements for the data warehouse and prepare a plan that will implement the data warehouse in phases.
- Design the data warehouse, which includes the operational data store, data warehouse model, Extract Transform Load (ETL) scripts, reports, and training.
- Build and test the operational data store and data warehouse loading and reporting.
- Train end users who will use the data warehouse as applicable to the phase being deployed.

### Objective 5: Link the ISBE-Assigned Unique Student ID with Postsecondary and Employment Data and Use Linked Data for Research and Evaluation Purposes

As a result of this project component, ISBE and the ecosystem of Illinois education partners will be able to:

- Leverage the ISBE-assigned unique ID and transmit it to postsecondary tracking systems in order to determine graduation outcomes and matriculation rates into university, college, and vocational programs.
- Combine P-12, postsecondary, and employment data to facilitate the evaluation and audit of federal and state programs and other state research and evaluation activities.
- Provide postsecondary feedback reports to high schools on the success of their graduates in college and entry into the workforce.

Over the past few years, ISBE has made considerable strides toward achieving these objectives. In 2007, the Illinois College and Workforce Readiness Partnership was established among the Office of the Governor, ISBE, and the Bill and Melinda Gates Foundation to develop and support state policies and programs that ensure Illinois students are prepared for college and work. One of the three priority areas identified for this partnership was the establishment of a high-quality state education data system. External experts, supported by the Gates Foundation, provided ISBE with an analysis that discussed national benchmarks for high-quality data systems, Data Quality Campaign “essential elements” not included in the Illinois system and possible approaches for including these elements, privacy protections and FERPA concerns, and options for enhancing the use of state data for school and LEA improvement and for instructional purposes. ISBE, other state education partners, and external consultants followed up on this analysis by: a) undertaking a detailed review of FERPA implications for linking data across systems and b) scheduling multi-agency working meetings to discuss various strategies for data linkages.

A particular focus of ISBE and its state education partners has been to link P-12 education data maintained by ISBE with the data systems maintained by ICCB and the Illinois Shared Enrollment and Graduation File (ISEG). ICCB maintains student- and school-level data for all 48 public community colleges in Illinois. ISEG was established by the Illinois higher education community in 1991 to facilitate analysis of student enrollment, transfer, and graduation behavior among Illinois institutions of higher education. ISEG contains student-level enrollment and graduation data from all 48 public community colleges, all 12 public universities, and 3 private universities. The data maintained by ISEG are described in Appendix A.

## Project Narrative

The key to linking ISBE data systems with ICCB systems and ISEG is the establishment of a common student ID that can connect student data across all systems. ISBE primarily relies on the unique student ID used for the ISBE SIS, while ISEG and ICCB use student social security numbers for identification. In August 2008, the State Board of Education approved an administrative rule change that will add its unique student ID to high school student transcripts, allowing postsecondary institutions to enter this number into the ICCB system and ISEG as students enroll. Although this rule change is currently pending before the Illinois Joint Committee on Administrative Rules, ISBE expects it to go into effect in time for the unique student ID to be added to the transcripts of the 2009 high school graduating class.

In addition to the transcript efforts, ISBE, ISEG, and ICCB are in the process of negotiating a data-sharing agreement that will enable the production of a high school feedback report to all Illinois public high schools on their graduates' postsecondary outcomes. ISEG and ICCB have previously established data-sharing agreements with state agencies maintaining workforce data, and therefore the data-sharing arrangements established for the high school feedback report will also help facilitate longitudinal analyses on students' entry into and success in the workforce.

While Illinois is establishing the data-sharing arrangements and mechanisms for linking P-12, postsecondary, and employment data, the State needs to supplement these efforts by:

- *Enhancing ISEG into a More Valuable Tool for Research and Analysis.* The Illinois vision for an interconnected P-20 state education data system requires ISEG to be more than a maintainer of postsecondary data. ISEG must have the capacity to effectively coordinate with participating institutions, facilitate data transfers with ISBE and other state agencies, and assist in data analysis and interpretation by state agencies, LEAs, and institutions of higher education.
- *Supporting Efforts by ISEG and Postsecondary Institutions to Enter Unique Student IDs.* With the addition of the unique student ID to student transcripts, each institution participating in ISEG will need to add a new element to its data entry process and ISEG will require upgrades to accept and maintain these data.

ISBE and its state education partners have designed this project component to include the following tasks and activities:

- Establish data-sharing agreements to permit sharing of data among ISBE and postsecondary and employment systems that address responsibility for data security and use consistent with federal and state laws.
- Undertake system enhancements and personnel or contractual support to enable the tracking of postsecondary and employment outcomes and the addition of the ISBE-assigned unique student ID to postsecondary data systems.
- With coordination through the State Education Data Advisory Group, create and implement a plan to facilitate the use of shared data for, at a minimum, the following purposes:
  - Tracking postsecondary and employment outcomes for Illinois public high school graduating classes in the form of long-term longitudinal studies.
  - Establishing a robust system of high school feedback reports on postsecondary outcomes.
  - Creating a value-added assessment system for teacher preparation programs.

## Project Narrative

- Enabling state-supported research and evaluation of various federal and state programs.
- Enabling research by outside organizations in accordance with authorized data-sharing agreements.

### *Governance Structure*

The governance structure for the ILDS Project will include establishment of the State Education Data Advisory Group, creation of data-sharing agreements among individual state education entities, and formation of an ISBE Project Management Office to oversee implementation.

#### State Education Data Advisory Group

The State Education Data Advisory Group will include all of the entities responsible for operating the statewide data system and will allow for establishment of a common understanding around data ownership, management, confidentiality, and access. This group is described in greater detail in the *Project Design* section and in Appendix A.

#### Data-Sharing Agreements

Individual members of the State Education Data Advisory Group will establish data-sharing agreements, as necessary, to address the technical and legal requirements associated with particular data merges. The State Education Data Advisory Group 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.

#### ISBE 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 Group. Staffing responsibility for this office is described in the *Project Personnel and Resources* section.

### *SLDS Requirements*

Table 3 describes how the plans for the ILDS Project components address the requirements for an SLDS set forth in the federal RFA. Refer to Table 1, page 3, for a discussion of the SLDS requirements that have been completed, those that are in the process of being completed, and those planned for the future.

**Table 3: Relationship of ILDS Project Components to SLDS Requirements**

<b>ILDS Project Component</b>	<b>SLDS Requirements Addressed</b>
1. Establish a State Education Data Advisory Group.	The establishment of the State Education Data Advisory Group, in combination with the other governance structure components described in this narrative, will address the <i>Governance</i> requirements by: a) engaging all relevant stakeholders; b) establishing a clear understanding of data ownership, management, and confidentiality and access through data-sharing agreements; and c) ensuring oversight for day-to-day implementation and coordination with all

## Project Narrative

ILDS Project Component	SLDS Requirements Addressed
	ISBE divisions through the Project Management Office.
2. Develop an enterprise-wide data architecture.	This component of the ILDS Project directly addresses the <i>Enterprise-wide Architecture</i> SLDS requirement, and is key to the ability of ISBE to meet other SLDS requirements, such as <i>Need and Uses</i> , <i>Federal Reporting</i> , <i>Privacy Protection and Data Accessibility</i> , <i>Data Quality</i> , and <i>Interoperability</i> .
3. Improve data quality through a system of data stewards and enhanced data audit procedures.	<p><i>Institutional Support:</i> By integrating data management with each ISBE Center, the data stewards will help to coordinate data system development with leadership across ISBE and with LEA staff who interact with each ISBE Center.</p> <p><i>Sustainability:</i> The data stewards will help ensure that all ISBE staff are trained in data use and quality control.</p> <p><i>Data Quality:</i> The data stewards and other data audit functions will play a critical role in ensuring the integrity, security, and quality of data submitted to and maintained by ISBE.</p>
4. Develop an education enterprise data warehouse.	<p><i>Need and Uses:</i> Currently, ISBE has little ability to perform analyses of data across its systems and cannot effectively deliver data from these systems for reporting or analysis purposes. By extracting data from multiple sources to provide integrated reports to state policymakers and LEAs, the data warehouse will allow ISBE to provide data that can be used in education decision-making at multiple levels.</p> <p><i>Federal Reporting:</i> The centralization of data within an education enterprise data warehouse will significantly reduce the burden of federal reporting for ISBE and LEAs.</p> <p><i>Privacy Protection and Data Accessibility:</i> ISBE and its state education partners have maintained a significant focus on privacy protection when developing all aspects of the state education data system. Privacy protection will continue to be of critical importance to ISBE as it develops the data warehouse. The data warehouse will allow for varying degrees of access to data by different internal and external users in accordance with clearly articulated standards, depending upon privacy protection requirements and the user's purpose in obtaining the data.</p>
5. Link ISBE unique student IDs with postsecondary and employment data; use linked data for research and evaluation purposes.	<p><i>Interoperability:</i> This component of the project directly addresses the SLDS requirement for interoperability.</p> <p><i>Institutional Support:</i> This component will also help to ensure receipt of institutional support from other state education data partners, as the implementation plan will help to establish a shared vision for a P-20 state education data system.</p>

### D. Institutional Support

Illinois has made establishment of a quality state education data system a high-priority policy and has committed substantial resources to development of a statewide longitudinal data system.

## **Project Narrative**

### ***Policy Focus on a High-Quality State Education Data System***

The State Board of Education is required by law to prepare and update a comprehensive strategic plan for elementary and secondary education in Illinois. The commitment of the State Board of Education to a statewide longitudinal data system is reflected in a strategy recently established within its strategic plan to “develop and sustain a PreK-20 longitudinal data system.” By including this as a strategy in the strategic plan, the State Board of Education will be required to measure and publicly report on the progress of this strategy and will have access to additional state resources for its implementation.

As previously discussed, the Illinois College and Workforce Readiness Partnership established among the Office of the Governor, ISBE, and the Bill and Melinda Gates Foundation has identified creation of a high-quality state education data system as one of three core priority areas. This partnership has allowed the State to access external expertise and resources for data system policy development.

### ***Commitment of Resources***

The policy focus of the State has been matched by a commitment of resources. Since 2003, ISBE has invested \$10,659,500 in the development of the ISBE SIS. As a result of this investment, every public school student has been assigned a unique student ID, every LEA participates in the ISBE SIS, and ISBE has collected three years of longitudinal student-level demographic and assessment data. Recent upgrades have included assigning a unique student ID to children enrolled in state-supported early childhood programs and the training of early childhood providers throughout the state.

Separate from the funding requested for the ILDS Project, ISBE has contractually committed \$8,300,000 through 2013 for continued upgrades and enhancements to the SIS. These upgrades and enhancements will include:

- Expanded ISBE SIS training for LEAs and early childhood providers.
- The addition of new student assessment data elements, including ACT EXPLORE and PLAN assessment data, data from early childhood assessments, and data from translated and alternative assessments.
- Provision of growth model reports, following ISBE development of a growth model for use in accountability determinations.
- Inclusion of new race and ethnicity indicators.
- Addition of new special education and CTE data fields.

In 2004, ISBE entered into a contract to begin development of an entity system. This system, which is essentially a collection of names, addresses, telephone numbers, and other contact information, will centralize the identification of all entities with whom ISBE does business. Creating an entity system is preferable prior to development of a data warehouse, which ultimately must have consistent information to operate effectively. The entity system is currently being implemented with some ISBE systems and will continue to be expanded to additional systems as a parallel project to data warehouse development.

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In addition to creation and expansion of the SIS and the entity system, ISBE funds the Interactive Illinois Report Card (IIRC), a website with publicly available data and password-protected, student-level data with performance information on every Illinois school and LEA. ISBE has expanded support of the IIRC and collaborated with outside groups to make the report card available to every Illinois school, along with professional development for teachers, paraprofessionals, and administrators for its optimal use. In fall 2006 and 2007, the ISBE Student Assessment Division worked with the Illinois Principals Association and personnel who manage the IIRC to conduct six regional workshops to train educators from approximately 200 LEAs in how to use the IIRC and to provide them with a better understanding of Illinois test data. The workshops also provided training in use and interpretation of formative assessment practices and other resources available to assist local educators.

The 460-member staff of ISBE is provided with adequate space and equipment, including computers, printers, and Internet access, to perform the job responsibilities necessary to carry out the ILDS Project. ISBE is in the process of implementing a data center consolidation project that virtualizes all of its 118 physical servers (through VMware). All of the ISBE back-end storage is being replaced with EMC NS/CX storage at the ISBE main data center in Springfield, Illinois, with full asynchronous redundancy to its disaster recovery data center in Chicago. In addition to the new server and storage hardware, ISBE will implement a fully redundant backup and recovery system at both data center locations. Presently, ISBE hosts and supports two main systems: the eGMS and the ISBE SIS. ISBE has specifically added additional capacity across its infrastructure to accommodate the resources necessary for the ILDS Project. The data warehouse system and functions associated with its development and implementation will be the only system developed under this grant. The continued development of the ISBE SIS and support of existing ISBE applications will not be funded under this grant.

ISBE project staff will be supplied by the ISBE Data Systems Division, which develops, supports, and implements agency data systems applications and manages other computer application projects. The ILDS Project also will be supported, as needed, by staff from the Data Analysis and Progress Reporting Division and the Technology Support Division. The Technology Support Division will provide direct technical assistance to the ILDS project manager and the data systems contractor, meet with the State Education Data Advisory Group, and provide technical expertise, as necessary.

The Illinois Board of Higher Education (IBHE) has also provided funding to support Illinois data efforts. During the last two fiscal years, IBHE has committed more than \$340,000 in discretionary grant funds for the support of ISEG.

### *Improved Standing of Illinois in Data Quality Measures*

The focus of Illinois on establishing an effective state education data system has resulted in an improved standing in national benchmarks for data quality. In the *Data Quality Campaign/National Center for Education Accountability 2007 State P-12 Data Collection Survey*, Illinois demonstrated the following five “essential elements” present as of 2007-08:

1. A unique student ID that connects student data across key databases across years.

## Project Narrative

2. Student-level enrollment, demographic, and program participation information.
3. The ability to match individual student test records from year to year to measure academic growth.
4. Information on untested students and the reasons they were not tested.
5. Student-level graduation and dropout data.

None of these elements was present in 2005-06. As the result of the ILDS Project, Illinois will be able to demonstrate the following three additional “essential elements”:

1. Student-level college readiness test scores.
2. The ability to match student records among the P-12 and higher education systems.
3. A state data audit system assessing data quality, validity, and reliability.

Illinois will also use the State Education Data Advisory Group to analyze and consider the policy and technical issues associated with the last two “essential elements”: 1) establishing a teacher identification system with the ability to match teachers to students and 2) collection of student-level transcript information.

### ***Sustainability***

As previously described, ISBE and other state education partners have committed significant resources toward development of a state education data system and intend to continue to do so to provide for the ongoing maintenance, quality control, and user maintenance of the ILDS Project. Several components of the ILDS Project will be completed at the conclusion of the grant period and can be maintained, updated, and enhanced through existing personnel and resources. The enterprise-wide data architecture will be developed during the first year of the grant period and will be updated and refined, as necessary, by ISBE staff. Development of the data warehouse will be completed within the grant period. Following the conclusion of the grant period, the in-kind commitment of ISBE staff provided to implement the ILDS Project will be used to assist with its ongoing maintenance, quality control, upgrades, and expansion.

Other aspects of the ILDS Project will require an ongoing state budgetary commitment beyond the grant period. As described in the *Project Personnel and Resources* section, ISBE intends to hire new staff for the data steward and data programmer positions, and the continued employment of these staff will be critical to ongoing maintenance, quality control, and user interface for the ILDS Project. As employees of ISBE (as opposed to contractual workers), it is intended that the salaries of these individuals will be funded through the ISBE general revenue funds allocation for personnel at the conclusion of the grant period. ISBE intends to seek a state budget allocation sufficient to fund these additional employees.

## **E. Project Management Plan**

### ***Project Management Office***

The ILDS Project will be managed through a Project Management Office jointly administered by project sponsors Dr. Connie Wise, the Assistant Superintendent for Standards and Assessments,

## **Project Narrative**

and Terry Chamberlain, division administrator of the ISBE Data Systems Division. (See the *Project Personnel and Resources* section of this narrative.) 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 Project. 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 Project schedule.
- Coordinating with ISBE staff and external contractors to ensure 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 Group 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 the State Board of Education for ensuring the project is completed on time and within scope and budget. Susan Morrison, Special Assistant to the Superintendent, will serve as a liaison between the Project Management Office and the State Superintendent and State Board to ensure that agency leadership provides general oversight and, when necessary, direction or approvals for major project activities. Dr. Wise will be responsible for reporting on the progress of the ILDS Project at biweekly ISBE senior staff meetings, which are attended by the State Superintendent 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 approval by the State Board. Therefore, the State Board will have direct involvement and oversight of the data warehouse project component, as the request for proposals and contractual award for the data warehouse contractor will exceed \$1 million.

Similarly, ISBE hiring processes will ensure that the best qualified candidates are hired for the data steward and data programmer positions. The Project Management Office will be responsible for creating position descriptions for these positions and will participate in the interview process for qualified applicants.

The contractual project manager will be tasked with undertaking project evaluation activities and preparing bimonthly reports on ILDS Project implementation to the State Superintendent, State Board, and members of the State Education Data Advisory Group. These reports will include:

- a) a detailed description of the progress of all ILDS Project components, including a critical path

## Project Narrative

chart illustrating the progress made; b) a statement of significant project issues that remain unresolved and project manager recommendations; c) an updated report on whether the project remains on schedule and budget, and actions being taken to correct schedule delays and budget overruns; and d) a summary of any significant project events that are scheduled to occur during the upcoming 60-day period.

Project management responsibilities for the activities needed to accomplish each project task and the timelines for those activities are described in the *Timeline* section of this application.

### F. Project Personnel and Resources

#### *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 development of the ISBE SIS. Dr. Wise and Mr. Chamberlain will work closely with the project manager to guide the ILDS Project to a successful conclusion.

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

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 Group, and other project staff through their expertise in data systems, specifically in the current ISBE data instruments.
- Shane Lively, 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.
- ISBE will hire four data stewards to assist with the data auditing functions described in the *Project Design* section of this narrative.
- Two data programmers will be hired by the ISBE Data Systems Division and be involved in all aspects of the data warehouse development and administration.

## Project Narrative

All ISBE staff contributions, with the exception of the new hires, will be in-kind contributions to the ILDS Project.

### *Contractual Support*

To implement the ILDS Project, ISBE intends to retain a contractual project manager and contractors for development of the enterprise-wide data architecture and data warehouse. These contractors will be solicited through a request for proposals process in accordance with Illinois law and ISBE standard procedures. Contractual funds will be provided to IBHE to allow for enhancements to be made to ISEG in order to develop it into a more valuable tool for research and analysis.

### Project Manager

ISBE will retain a contractual, full-time project manager to oversee the implementation of all components of the ILDS Project. The request for proposals for the project manager will be issued as soon as possible after the announcement of the grant award and ISBE will seek to enter into the contract with the project manager at the earliest possible opportunity during the grant period. Under the supervision of the project sponsors, the project manager will be responsible for:

- 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 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 Project.
- Setting up the mechanisms to manage project quality, risk management, configuration management, testing, and communication for the ILDS Project.
- Maintaining continual communication with ISBE on the status of the project.

ISBE will require the project manager to have the following qualifications:

- Project management experience.
- Knowledge of team leadership principles.
- Ability to work with other organizations in order to establish a process for sharing data.
- Knowledge of data management and data conversion.
- Knowledge of programs and issues related to federal reporting requirements and student assessment processes.
- Ability to clearly communicate project status and change management issues to all levels of agency management.
- Ability to develop and maintain detailed project schedules.

### Enterprise-wide Data Architecture Contractor

The following criteria will be used to select a contractor for the enterprise-wide data architecture component of the ILDS Project:

## Project Narrative

- Documented experience in coordinating among state data elements, NCES definitions, and any data elements required from the U.S. Department of Education and EDEN.
- 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.

### ISEG Contractor

Contractual funds will be provided to IBHE to allow for enhancements to be made to ISEG in order to develop it into a more valuable tool for research and analysis (Objective 5).

### Data Warehouse Contractor

The following criteria will be used to select a contractor for the data warehouse component of the ILDS Project:

- Documented experience in design, implementation, and evaluation of data collection and analysis systems for educational entities.
- Demonstrated expertise in data warehouse applications.
- Expertise in .NET and Microsoft SQL Server.
- Experience in developing dissemination strategies for large-scale data reports.
- Knowledge of risk assessment strategies and their application to educational programs.
- Adequate personnel and other resources necessary to complete the required activities.
- A successful track record with similar projects.

**Table 4. ISBE and Contractual Staff Support for the Project**

<b>Project Position</b>	<b>Project Staff</b>	<b>Time on Project</b>
Superintendent and Board Liaison (in-kind)	Susan Morrison (ISBE)	5%
Project Sponsor (in-kind)	Connie Wise (ISBE)	20%
Project Sponsor (in-kind)	Terry Chamberlain (ISBE)	20%
Technology Support Specialist (in-kind)	Scott Norton (ISBE)	5%
Legal Support (in-kind)	Wilma VanScyoc (ISBE)	5%
Data System Specialist (in-kind)	Warren Summers (ISBE)	25%
Data System Specialist (in-kind)	John Shake (ISBE)	25%
Database Administrator (in-kind)	Shane Lively (ISBE)	15%
Data Stewards (4)	To be hired (ISBE)	100%
Data Programmers (2)	To be hired (ISBE)	100%
ILDS Project Manager	To be hired contractual	100%
Enterprise-wide Data Architecture Contractor	To be hired contractual	100%
ISEG Contractor	IBHE contractual	100%
Data Warehouse Contractor	To be hired contractual	100%

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1236-2008 IL SEA Timeline, App A, App B.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 1237-2008 IL SEA SLDS ED-524 Section C--Budget Breakdown.pdf**

**Project Timeline**

<b>1. Establish a State Education Data Advisory Group.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
a. Conduct an initial meeting with key representatives to discuss the overall project charter and strategic direction of the project components that support tracking and integration of student data.	Project Management Office	July 2009
b. Conduct bimonthly meetings of the State Education Data Advisory group to review project status and to focus on the definition and implementation of data ownership and stewardship, as well as process changes to be implemented to support the data submission and integration.	Project Management Office	September 2009 June 2013

<b>2. Develop an Enterprise-wide Data Architecture.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
a. Identify key ISBE and State Education Data Advisory group representatives to review and determine the enterprise-wide data architecture scope and direction.	Project Management Office	July August 2009
b. Determine an approach for building an enterprise-wide data architecture (e.g., leverage existing federal and state models, review and use vendor models, implement a pure custom build, or implement a hybrid approach).	Project Management Office (in coordination with the State Education Data Advisory Group) Data System Specialists	August September 2009
c. Issue a request for proposals and enter into a contract for the data architecture contractor.	Project Management Office Data System Specialists ISBE Procurement Division ISBE Legal	September November 2009
d. Build the enterprise-wide data architecture that will address the data needs of Illinois education stakeholders.	Project Management Office Data Architecture Contractor Data System Specialists	December 2009 July 2010

**Project Timeline**

<b>2. Develop an Enterprise-wide Data Architecture.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
	Data Administrator	
e. Based on the enterprise-wide data architecture, map the data subject areas and data definitions to the ISBE SIS.	Project Management Office Data Architecture Contractor Data System Specialists Data Administrator	August October 2010
f. Define the data interfaces that need to be in place to support the ISBE SIS and data warehouse.	Project Management Office Data Architecture Contractor Data System Specialists Data Administrator	November December 2010
g. Make periodic updates to the data architecture, as necessary.	Project Management Office Data System Specialists Data Administrator Data Stewards	January 2011 June 2013

<b>3. Improve Data Quality Through a System of Data Stewards and Enhanced Data Audit Procedures.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
a. Define the qualifications for the data stewards and recruit and hire staff for these positions according to State government standard procedures.	Project Management Office ISBE Human Resources Division	July December 2009
b. Under the direction of the project sponsors, each data steward will identify business rules for each ISBE Center, establish a plan for improving the accuracy of data submitted, and establish a training plan for ISBE staff and outreach/training plan for LEAs and other data sources.	Project Management Office ISBE Data Stewards ISBE Center Directors	January June 2010
c. Each data steward will work with the project sponsors, project manager, and each Center director to establish a data analysis and research agenda for the Center.	Project Management Office ISBE Data Stewards ISBE Center Directors	January June 2010

**Project Timeline**

<b>3. Improve Data Quality Through a System of Data Stewards and Enhanced Data Audit Procedures.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
d. In consultation with the SIS contractor, the data stewards will establish a protocol for statistical checks to ensure the validity of data submitted by LEAs.	Project Management Office ISBE Data Stewards SIS Contractor	January December 2010
e. The data stewards will implement the plans developed under the previous tasks and annually update the data analysis and research agenda for each Center.	Project Management Office ISBE Data Stewards	July 2010 June 2013

<b>4. Develop an Education Enterprise Data Warehouse.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
a. Generate a request for proposals to develop and implement a data warehouse.	Project Management Office ISBE Data System Specialists ISBE Procurement Division ISBE Legal	March July 2010
b. Award and enter into a contract for data warehouse development.	Project Management Office ISBE Procurement Division ISBE Legal	July 2010 August 2010
c. Upon award, update the requirements for the data warehouse and prepare a plan that will implement the data warehouse in phases.	Project Management Office ISBE Data System Specialists ISBE Data Administrator ISBE Data Stewards Data Warehouse Contractor	September November 2010
d. Design the data warehouse, which includes the operational data store, data warehouse model, Extract Transform Load scripts, reports, and training.	Project Management Office ISBE Data System Specialists ISBE Data Administrator ISBE Data Stewards Data Warehouse Contractor	December 2010 June 2011

**Project Timeline**

<b>4. Develop an Education Enterprise Data Warehouse.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
e. Build and test the operational data store and data warehouse loading and reporting.	Project Management Office ISBE Data System Specialists ISBE Data Administrator ISBE Data Stewards Data Warehouse Contractor	June 2011 December 2012
f. Train end users who will use the data warehouse as applicable to the phase being deployed.	Project Management Office ISBE Data Stewards Data Warehouse Contractor	January June 2013

<b>5. Link the ISBE Unique Student ID with Postsecondary and Employment Data and Use Linked Data for Research and Evaluation Purposes.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
a. Establish data-sharing agreements to permit sharing of data among ISBE, postsecondary, and employment systems and that address responsibility for data security and use consistent with federal and state laws.	Project Management Office Illinois Board of Higher Education Illinois Shared Enrollment and Graduation File Illinois Community College Board Illinois Department of Commerce and Economic Opportunity	July 2009 June 2010
b. Undertake system enhancements and personnel or contractual support to enable postsecondary and employment outcome tracking and the addition of ISBE unique student IDs with postsecondary data systems.	Project Management Office Illinois Shared Enrollment and Graduation File Illinois Community College Board Illinois Board of Higher Education	July 2009 June 2010 (with continued support for the remainder of the grant period)

**Project Timeline**

<b>5. Link the ISBE Unique Student ID with Postsecondary and Employment Data and Use Linked Data for Research and Evaluation Purposes.</b>		
<b>Project Task</b>	<b>Primary Responsibility</b>	<b>Beginning/End Dates</b>
<p>c. Coordinating through the State Education Data Advisory Group, create and implement a plan to facilitate the use of shared data for, at a minimum, the following purposes:</p> <ul style="list-style-type: none"> <li>▪ Tracking postsecondary and employment outcomes for Illinois public high school classes in the form of long-term longitudinal studies.</li> <li>▪ Establishing a robust system of high school feedback reports on postsecondary outcomes.</li> <li>▪ Creation of a value-added assessment system for teacher preparation programs.</li> <li>▪ State-supported research and the evaluation of various federal and state programs.</li> <li>▪ Research by external organizations in accordance with authorized data-sharing agreements.</li> </ul>	<p>Project Management Office State Education Data Advisory Group</p>	<p>January 2010 - June 2013</p>

**Appendix A**  
**State Education Data Advisory Group—Proposed Membership**

The State Education Data Advisory Group will be managed by the ISBE Project Management Office, as described in the narrative section of the application. In addition to ISBE staff, membership will include representatives of the following additional entities:

**Illinois Legislative Research Unit (LRU):** The LRU is the chief general research agency for the Illinois General Assembly. Its statutory duties are to “collect information concerning the government and general welfare of the state, examine the effects of constitutional provisions and previously enacted statutes, consider important issues of public policy and questions of statewide interest, and perform research and provide information as may be requested by members of the General Assembly....”

**Illinois Board of Higher Education (IBHE):** IBHE has a statutory responsibility to establish a system of comprehensive, meaningful, and timely information about higher education, falling into three broad categories: 1) demographic information about enrolled students and degree recipients, 2) faculty and staff information, and 3) characteristics of individual colleges and universities. This information supports the Board’s planning and budgeting activities, its responsibility for systematic program reviews, and its periodic studies of issues of special concern or interest. It also makes available to the higher education community and the public a host of vital data that help colleges, universities, and state leaders as they shape policies affecting the significant role higher education plays in Illinois’ economic, social, and cultural well-being. IBHE will also coordinate with individual institutions of higher education to facilitate their participation in the work of the State Education Data Advisory Group.

**Illinois Community College Board (ICCB):** ICCB is responsible for administration and oversight of the 48 public community colleges in Illinois. It collects and maintains student- and school-level data from all community colleges to assist with funding, program administration, and policy development.

**Illinois Shared Enrollment and Graduation File (ISEG):** ISEG was established by the Illinois higher education community in 1991 to facilitate analysis of student enrollment, transfer, and graduation behavior among Illinois institutions of higher education. ISEG contains student-level enrollment and graduation data from all 48 public community colleges, all 12 public universities, and three private universities. Efforts are currently under way to increase private university participation in ISEG.

**Illinois Education Research Council (IERC):** The IERC was established in 2000 at Southern Illinois University to provide Illinois with education research to support P-20 education policy making and program development. The IERC undertakes independent research and policy analysis, often in collaboration with other researchers, that informs and strengthens Illinois’ commitment to providing a seamless system of educational opportunities for its citizens. Through publications, presentations, participation on committees, and an annual research symposium, the IERC brings objective and reliable evidence to the work of state policy makers and practitioners.

**Appendix A**  
**State Education Data Advisory Group–Proposed Membership**

**Illinois Student Assistance Commission (ISAC):** ISAC administer most of the key state and federal grant, scholarship, loan, and prepaid tuition programs available to postsecondary students, annually awarding in excess of \$1 billion to more than 250,000 qualified applicants.

**Illinois Department of Commerce and Economic Opportunity (DCEO):** DCEO is the state economic development agency. It administers the state’s workforce development programs and collects data on participants in these programs.

**Northern Illinois University/Interactive Illinois Report Card (IIRC):** The IIRC, administered by Northern Illinois University, provides publicly available data on test results and accountability information on all Illinois public schools and students, includes the ISBE web-based school and district and improvement planning template, and provides school districts with access to student-level data for analysis and planning.

**Illinois Education Association (IEA):** The 130,000-member IEA is an association composed of Illinois elementary and secondary teachers, higher education faculty and staff, educational support professionals, retired educators, and college students preparing to become teachers.

**Illinois Federation of Teachers (IFT):** The IFT represents 90,000 members who are teachers and paraprofessionals in school districts throughout Illinois, faculty and staff at Illinois community colleges and universities, public employees under every statewide elected constitutional officer, and retirees.

**Illinois Principals Association (IPA):** The IPA is the statewide association of school principals.

**Illinois Association of School Administrators (IASA):** The IASA is the statewide association of school district superintendents.

**Local Educational Agencies (LEAs):** Illinois has more than 875 public school districts, many of which have extensive expertise in data research and analysis. ISBE views LEA participation as integral to the success of the State Education Data Advisory Group.

## **Appendix A**

### **The Illinois Shared Enrollment and Graduation File**

The Illinois higher education community established the Shared Enrollment and Graduation File (ISEG) in 1991. ISEG is housed at Southern Illinois University-Carbondale and currently contains basic enrollment and graduation data from 48 public community colleges, 12 public universities, and 3 private institutions. To date, ISEG has collected more than 15 million enrollment records and more than 2 million degree records spanning more than 25 years.

Before 2007, ISEG collected the following student-level information in the Enrollment database:

- Student SSN
- Enrollment data, including semesters attended and CIP Code
- Last two digits of birth year
- Month of birth
- Gender
- Race or national origin
- Credit hour information
- Class level

In 2007, ISEG began to expand the student-level data elements collected. All of the following elements are planned to be collected by the end of the ILDS Project grant period:

- ACT scores
- High school information, including high school attended, graduation data, GPA, and rank
- Transfer credit
- Dual enrollment information
- Financial aid information
- Remedial credits
- Disability indicators
- Comparable information for graduate students

ISEG also maintains a Degree Database, which includes the following elements:

- Student SSN
- Gender
- Race
- Degree Type
- Degree CIP Code
- Institution FICE Code

**ILLINOIS BOARD OF HIGHER EDUCATION**

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

Rod Blagojevich  
**Governor**

September 8, 2008

Carrie J. Hightman  
Buffalo Grove  
**Chairwoman**

Lucy A. Sloan  
Carbondale  
**Vice Chair**

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

**Members**  
Guy Alongi  
DuQuoin

Dear Dr. Koch:

Jay D. Bergman  
Joliet

I am writing to express the Illinois Board of Higher Education's strong support for the Longitudinal Data Systems grant proposal that you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources this project can provide to schools, community colleges, and universities. The grant will allow for the further development of plans to make warehouse data accessible to other stakeholders and the public. Improved data warehouse accessibility and enhanced interoperability between the data warehouse and higher education and workforce data systems will enhance greatly the abilities of schools, colleges and universities, and economic development agencies to evaluate current activities and improve educational and workforce outcomes. In addition, the Illinois Board of Higher Education will be pleased to participate in the proposed Data Council, which will advise on policy direction for the data activities.

Frances G. Carroll  
Chicago

Alice B. Hayes  
Chicago

Donald J. McNeil  
Chicago

John P. Minogue  
Chicago

Proshanta K. Nandi  
Springfield

Robert J. Ruiz  
Oak Lawn

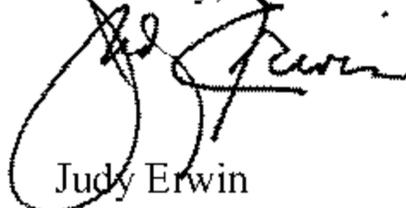
Gilbert L. Rutman  
Edwardsville

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

Elmer L. Washington  
Park Forest

Addison E. Woodward, Jr.  
Palos Park

Sincerely,



Judy Erwin  
Executive Director

**Student Members**  
Ashley Dearborn  
Chicago

Jerry Thor  
Urbana

**Executive Director**  
Judy Erwin



**Guy H. Alongi**  
*Chair*

**Geoffrey S. Obrzut**  
*President/CEO*

*Proudly Serving*  
**The Illinois Community College System**

September 11, 2008

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

Dear Dr. Koch:

I am writing to express support for the Longitudinal Data Systems grant proposal which you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources this project can provide to schools, community colleges, and universities. The key to measuring success will be data collection and enhanced data sharing among schools and education systems to demonstrate the progress of all students. The grant will allow for the development of further plans to make data accessible to stakeholders and the public. In addition, the Illinois Community College Board will be pleased to participate in the proposed Data Council, which will advise on policy direction for the data activities.

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

Sincerely,

A handwritten signature in black ink that reads "Geoffrey S. Obrzut".

Geoffrey S. Obrzut  
President/CEO

401 East Capitol Avenue \* Springfield, Illinois 62701-1711 \* (217) 785-0123 \* [www.iccb.state.il.us](http://www.iccb.state.il.us)  
Fax: (217) 524-4981 TDD: (217) 782-5645



Illinois  
Student  
Assistance  
Commission

September 10, 2008

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

Dear Dr. Koch:

I am writing to express support for the Longitudinal Data Systems grant proposal that you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources this project can provide to schools, community colleges and universities. The key to measuring success will be data collection and data sharing among schools and education systems to demonstrate the progress of all students. The grant will allow for the development of further plans to make warehouse data accessible to other stakeholders and the public. In addition, the Illinois Student Assistance Commission will be pleased to participate in the proposed Data Council, which will advise on policy direction for the data activities.

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

Sincerely,

Andrew Davis  
Executive Director  
Illinois Student Assistance Commission



# Illinois Education Research Council

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE, EDWARDSVILLE, ILLINOIS 62026-1064  
Telephone: 866-799-IERC (4372) or 618.650.2840. E-mail: [ierc@siue.edu](mailto:ierc@siue.edu) Web site: [ierc.siu.edu](http://ierc.siu.edu)

## 2008 ADVISORY BOARD

### INSTITUTIONAL MEMBERS

CONSORTIUM ON CHICAGO SCHOOL RESEARCH  
Elaine Allensworth

ILLINOIS ASSOCIATION OF INSTITUTIONAL RESEARCH  
Marilyn Marshall

ILLINOIS BOARD OF HIGHER EDUCATION  
Judy Erwin  
Deborah Meisner-Bertauski  
David Smalley

ILLINOIS COMMUNITY COLLEGE BOARD  
Karen Hunter Anderson  
Elaine Johnson  
Scott Parks

ILLINOIS STATE BOARD OF EDUCATION  
Christopher Koch  
Linda Tomlinson

ILLINOIS STUDENT ASSISTANCE COMMISSION  
Susan Kleemann

OFFICE OF THE GOVERNOR  
Kristin Richards

PUBLIC EDUCATION DEARS  
Deborah Curtis

### INDIVIDUAL MEMBERS

Linda Chapman  
Lewis and Clark Community College

Charles Evans  
University of Illinois

John Haller  
Southern Illinois University

Erika Hunt  
Illinois SAEIP Project

Mary McDonald  
Grant Middle School, Springfield

Cordelia Meyer  
Civic Committee of the Commercial Club of Chicago

James Pellegrino  
University of Illinois at Chicago

Nancy Slavin  
Chicago Public Schools

William Trent  
University of Illinois at Urbana-Champaign

September 8, 2008

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

Dear Dr. Koch:

I am writing to express support for the Longitudinal Data Systems grant proposal which you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources this project can provide to schools, community colleges and universities. The key to measuring success will be data collection and data sharing among schools and education systems to demonstrate the progress of all students. The grant will allow for the development of further plans to make warehouse data accessible to other stakeholders and the public. In addition, the IERC will be pleased to participate in the proposed Data Council, which will advise on policy direction for the data activities.

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

Sincerely,

Kathleen Sullivan Brown, Ph.D.  
Executive Director/Visiting Associate Professor

Appendix A - Letter #5



S O U T H E R N I L L I N O I S U N I V E R S I T Y

September 5, 2008

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

Dear Dr. Koch:

I am writing to express support for the Longitudinal Data Systems grant proposal which you are submitting to the U.S. Department of Education. We are excited about the proposed activities and resources this project can provide to schools, community colleges, and universities. The key to measuring success will be data collection and data sharing among schools and education systems to demonstrate the progress of all students. The grant will allow for the development of further plans to make warehouse data accessible to other stakeholders and the public. The SIU system would be pleased to participate in the proposed Data Council which will advise on policy direction for the data activities.

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

Sincerely,

A handwritten signature in cursive script, appearing to read 'Glenn Poshard'.

Glenn Poshard  
President

/am

cc: Samuel Goldman  
Vaughn Vandegrift

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

Carbondale • Edwardsville  
Carbondale Phone 618/536-3331, Fax: 618/536-3404

Springfield • Alton • E. St. Louis  
Edwardsville, Phone 618/650-2426, Fax: 618/650-3216

**Connie J. Wise, Ph.D.**      217/782-0354      E-mail: [cwise@isbe.net](mailto: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, Illinois  
M.A. Sociology/Anthropology  
Sangamon State University - Springfield, Illinois  
B.A. Psychology/Elementary Education  
Milligan College - Milligan College, Tennessee

## **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., Ramierz, 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 11<sup>th</sup> 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.

**02/93-04/93 Illinois State Board of Education—Chapter 1 Maintenance**

Analyst/programmer, modified a Chapter 1 stand-alone FoxPro application to conform to FY94 Chapter 1 Application changes. The second deliverable was a system for student evaluation.

**12/92-02/93 Illinois State Board of Education—Agencywide Logging System**

Functioned as an analyst/programmer of a Visual Basic/SQL Server application that functioned as a logging/tracking system for various accounting units. Duties included functional analysis, programming, unit and system testing, system implementation, product installation, end-user training, and development of all system documentation for inhouse staff maintenance.

**08/92-12/92 Illinois State Board of Education—1992 School Report Card**

Functioned as a project leader active in the development of a Visual Basic/SQL Server application. Designed software that allowed the Illinois State Board of Education to produce individual school report cards for the 1992 school year.

**01/92-08/92 Illinois State Board of Education—Chapter 1 Automated System**

Developed a PC-based FoxPro Application for use by ISBE staff and Illinois school districts. Provided Training for ISBE personnel and Illinois School District personnel on usage of the Chapter 1 Electronic Application. Presented the Chapter 1 Application in Chicago at the State of Illinois Chapter 1 conference in 1992 and 1993.

**05/90-01/92 Natural Gas Pipeline Company of America—Applications Analyst Programmer**

Functioned as a programmer/analyst on a project team that developed the Bill of Material System for NGPL, consisting of on-line IDMS ADS/O Purchasing and Material Management program maintenance, Multiple batch COBOL II - IDMS Extract and Load programs, a new multi-user Paradox/SQL Server application running concurrently on two file servers in two states while sharing a common data base on Microsoft's SQL Server linked via a Wide Area Network, automated nightly batch PC to Mainframe/Mainframe to PC interface, and on-line PC to Mainframe automated interface for daytime uploads.

Functioned as a team member for conversion of existing flat files and VSAM files into one VSAM master file for conversion of company accounts using COBOL II and IDMS/R DML/O and IBM Utilities.

Functioned as a committee member for the development of Common User Access (CUA) standards for PC development in new Paradox applications.

**05/89-05/90 Northern Illinois University—COBOL Instructor**

Employed as a graduate assistant at Northern Illinois University. Taught three semesters of COBOL at an undergraduate level. Responsible for classroom material design and preparation, all classroom instruction, program assignment creation, teaching assistant supervision, examination creation and grading, and programming and debugging assistance to students.

**08/88-05/89 Northern Illinois University—Graduate Assistant (Intro. to Computers)**

Employed as a graduate assistant at Northern Illinois University. Held recitation sessions twice a week for the NIU Introduction to Computers class. Responsible for classroom material preparation, all classroom recitation instruction, distribution and administration of weekly quizzes and programming assignments (PASCAL was the language of choice), programming and debugging assistance to students and program grading. Administered beginning-of-semester hands-on training sessions on the HARRIS system for students in each of my recitation sessions.

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

## EDUCATION

*1986 Indiana University School of Law, Indianapolis, IN 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, IN, 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 inservice 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**

<b>EXPERIENCE</b>	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

<b>APPLICATIONS</b>	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	

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

<b>HARDWARE</b>	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](mailto: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](mailto:slively@isbe.net)  
Illinois State Board of Education, Data Systems Division, Database Administrator

**EDUCATION**

1997-1999      *Vatterott College, St. Ann, Missouri*      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 inhouse 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.

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

**BUDGET BREAKDOWN BY PROJECT YEAR**

<b>Budget Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
<b>Personnel (ISBE)</b>	<b>\$ 142,008</b>	<b>\$ 305,600</b>	<b>\$ 515,800</b>	<b>\$ 554,600</b>	<b>\$1,518,008</b>
<i>Data Stewards (4)</i>	<i>142,008</i>	<i>305,600</i>	<i>328,800</i>	<i>353,600</i>	<i>1,130,008</i>
<i>Programmer Analysts (2)</i>	<i>0</i>	<i>0</i>	<i>187,000</i>	<i>201,000</i>	<i>388,000</i>
<b>Fringe Benefits (ISBE)</b>	<b>66,000</b>	<b>144,000</b>	<b>248,200</b>	<b>269,280</b>	<b>727,480</b>
<i>Data Stewards (4)</i>	<i>66,000</i>	<i>144,000</i>	<i>159,200</i>	<i>172,800</i>	<i>542,000</i>
<i>Programmer Analysts (2)</i>	<i>0</i>	<i>0</i>	<i>89,000</i>	<i>96,480</i>	<i>185,480</i>
<b>Travel</b>	<b>14,000</b>	<b>14,000</b>	<b>14,000</b>	<b>14,000</b>	<b>56,000</b>
<i>Washington, DC, Meetings</i>	<i>4,000</i>	<i>4,000</i>	<i>4,000</i>	<i>4,000</i>	<i>16,000</i>
<i>State Education Data Advisory Group Meetings</i>	<i>10,000</i>	<i>10,000</i>	<i>10,000</i>	<i>10,000</i>	<i>40,000</i>
<b>Equipment</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Supplies</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Contractual</b>	<b>775,190</b>	<b>1,798,510</b>	<b>1,341,400</b>	<b>1,346,400</b>	<b>5,261,500</b>
<i>ILDS Project Manager</i>	<i>175,500</i>	<i>234,900</i>	<i>234,900</i>	<i>234,900</i>	<i>880,200</i>
<i>Enterprise-wide Data Architecture Contractor</i>	<i>457,690</i>	<i>392,310</i>	<i>0</i>	<i>0</i>	<i>850,000</i>
<i>IBHE ISEG Enhancements Contractor</i>	<i>142,000</i>	<i>147,000</i>	<i>152,000</i>	<i>157,000</i>	<i>598,000</i>
<i>Data Warehouse Contractor</i>	<i>0</i>	<i>1,024,300</i>	<i>954,500</i>	<i>954,500</i>	<i>2,933,300</i>
<b>Construction</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Direct Costs</b>	<b>997,198</b>	<b>2,262,110</b>	<b>2,119,400</b>	<b>2,184,280</b>	<b>7,562,988</b>
<b>Indirect Costs (19.0%)</b>	<b>189,468</b>	<b>429,801</b>	<b>402,686</b>	<b>415,013</b>	<b>1,436,968</b>
<b>Training Stipends</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Project Costs</b>	<b>\$1,186,666</b>	<b>\$2,691,911</b>	<b>\$2,522,086</b>	<b>\$2,599,293</b>	<b>\$8,999,956</b>

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-2008 IL SEA SLDS Budget Narrative.pdf

## Budget Narrative by Project Year

### PROJECT YEAR 1 (July 1, 2009-June 30, 2010)

#### PERSONNEL (ISBE)

\$ 142,008

##### *In-Kind*

ISBE will provide the following personnel as in-kind services to assist in the development and implementation of the ILDS 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
Superintendent and Board Liaison	.05 FTE
Technology Support Specialist	.05 FTE
Legal Support	.05 FTE
Data Systems Specialists (2)	.25 FTE each
Database Administrator	.15 FTE

##### *Federally Funded Positions*

Four data stewards will be hired in Year 1 to assist with implementation of the ILDS project. The Year 1 salary for each will be approximately \$5,917 per month, with an anticipated hire date of January 2010.

*ISBE Data Stewards: 1.00 FTE each 4 @ \$5,917/month x 6 months* \$142,008

#### FRINGE BENEFITS (ISBE)

66,000

##### *In-Kind*

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
Superintendent and Board Liaison	.05 FTE
Technology Support Specialist	.05 FTE
Legal Support	.05 FTE
Data Systems Specialists (2)	.25 FTE each
Database Administrator	.15 FTE

##### *Federally Funded Positions*

The Year 1 fringe benefits for the four data stewards will be approximately \$2,750 per month for each, with expenses anticipated to begin in January 2010.

*ISBE Data Stewards: 1.00 FTE each 4 @ \$2,750/month x 6 months* \$66,000

## Budget Narrative by Project Year

### PROJECT YEAR 1 (CONTINUED)

**TRAVEL** **14,000**

*Attendance of Washington, DC, two-day meeting for two project staff.* \$4,000

*Establish a State Education Data Advisory Group.* This group will determine the direction of an enterprise solution for the state. It is expected that the group will meet six times during Project Year 1. \$10,000

**EQUIPMENT** **0**

**SUPPLIES** **0**

**CONTRACTUAL** **775,190**

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 the SIS and e-Grants information 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.

#### ***Project Manager***

An external contractor will serve as the ILDS project manager, whose role is described in the project narrative. The anticipated hire date is October 1, 2009, with an anticipated 195 days on project in Year 1.

*Project Manager: 1.00 FTE @ \$120/hour* \$175,500

*Enterprise-wide Data Architecture Contractor (ILDS Component 2, as identified in the timeline):* The enterprise-wide data architecture contractor will be responsible for determining the overall approach to this component, building the enterprise-wide data architecture that will address the data needs of Illinois education stakeholders, mapping the data subject areas and data definitions to the ISBE SIS, and defining the data interfaces that need to be in place to support the ISBE SIS and data warehouse. \$457,690

*Contractual Support to the Illinois Shared Enrollment and Graduation File (ILDS Component 5, as identified in the timeline):* Contractual support will be provided to IBHE to ensure that ISEG has the capacity to effectively coordinate with participating institutions, facilitate data transfers with ISBE and other state agencies, and assist in data analysis and interpretation by school districts and institutions of higher education. With the addition of the unique student ID to student transcripts, each institution participating in ISEG will need to add a new element to its data entry process, and ISEG will require upgrades to accept and maintain these data. \$142,000

**Budget Narrative by Project Year**

**PROJECT YEAR 1 (CONTINUED)**

<b>CONSTRUCTION</b>	<b>0</b>
<b>OTHER</b>	<b>0</b>
<b>DIRECT COSTS FOR YEAR 1</b>	<b>997,198</b>
<b>INDIRECT COSTS FOR YEAR 1 (19.0%)</b>	<b>189,468</b>
<b>TRAINING STIPENDS</b>	<b>0</b>
<b>TOTAL PROJECT COSTS FOR YEAR 1</b>	<b>\$1,186,666</b>

## Budget Narrative by Project Year

### PROJECT YEAR 2 (July 1, 2010-June 30, 2011)

**PERSONNEL (ISBE)** **\$ 305,600**

***In-Kind***

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

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$76,400* *\$305,600*

**FRINGE BENEFITS (ISBE)** **144,000**

***In-Kind***

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

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$36,000* *\$144,000*

**TRAVEL** **14,000**

*Attendance of Washington, DC, two-day meeting for two project staff.* *\$4,000*

*State Education Data Advisory Group meetings.* *\$10,000*

**EQUIPMENT** **0**

**SUPPLIES** **0**

**CONTRACTUAL** **1,798,510**

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 the SIS and e-Grants information systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and 261 days per year.

*Project Manager: 1.00 FTE @ \$120/hour* *\$234,900*

*Enterprise-wide Data Architecture Contractor (ILDS Component 2)* *\$392,310*

*Contractual Support to the Illinois Shared Enrollment and Graduation File (ILDS Component 5)* *\$147,000*

*Data Warehouse Contractor (ILDS Component 4, as identified in the timeline):*  
The data warehouse contractor will be responsible for designing, building, and

## Budget Narrative by Project Year

### PROJECT YEAR 2 (CONTINUED)

testing the data warehouse and training end users. The budget for the data warehouse contractor is based on the data warehouse feasibility study and requirements analysis completed for ISBE in 2006, which includes estimated budget figures. \$1,024,300

<b>CONSTRUCTION</b>	<b>0</b>
<b>OTHER</b>	<b>0</b>
<b>DIRECT COSTS FOR YEAR 2</b>	<b>2,262,110</b>
<b>INDIRECT COSTS FOR YEAR 2 (19.0%)</b>	<b>429,801</b>
<b>TRAINING STIPENDS</b>	<b>0</b>
<b>TOTAL PROJECT COSTS FOR YEAR 2</b>	<b>\$2,691,911</b>

## Budget Narrative by Project Year

### PROJECT YEAR 3 (July 1, 2011-June 30, 2012)

**PERSONNEL (ISBE) \$ 515,800**

***In-Kind***

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

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$82,200 \$328,800*

Two programmer analysts will be hired in Year 3 to assist with implementation of the ILDS project.

*ISBE Programmer Analysts: 1.00 FTE each 2 @ \$93,500 \$187,000*

**FRINGE BENEFITS (ISBE) \$ 248,200**

***In-Kind***

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

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$39,800 \$159,200*

*ISBE Programmer Analysts: 1.00 FTE each 2 @ \$44,500 \$89,000*

**TRAVEL 14,000**

*Attendance of Washington, DC, two-day meeting for two project staff. \$4,000*

*State Education Data Advisory Group meetings. \$10,000*

**EQUIPMENT 0**

**SUPPLIES 0**

**CONTRACTUAL 1,341,400**

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 the SIS and e-Grants information systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and 261 days per year.

*Project Manager: 1.00 FTE @ \$120/hour \$234,900*

**Budget Narrative by Project Year**

**PROJECT YEAR 3 (CONTINUED)**

<i>Contractual Support to the Illinois Shared Enrollment and Graduation File (ILDS Component 5)</i>	\$152,000	
<i>Data Warehouse Contractor (ILDS Component 4)</i>	\$954,500	
<b>CONSTRUCTION</b>		<b>0</b>
<b>OTHER</b>		<b>0</b>
<b>DIRECT COSTS FOR YEAR 3</b>		<b>2,119,400</b>
<b>INDIRECT COSTS FOR YEAR 3 (19.0%)</b>		<b>402,686</b>
<b>TRAINING STIPENDS</b>		<b>0</b>
<b>TOTAL PROJECT COSTS FOR YEAR 3</b>		<b>2,522,086</b>

## Budget Narrative by Project Year

### PROJECT YEAR 4 (July 1, 2012-June 30, 2013)

**PERSONNEL (ISBE)** **\$ 554,600**

***In-Kind***

Same in-kind personnel salaries as provided in Years 1-3.

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$88,400* *\$353,600*

*ISBE Programmer Analysts: 1.00 FTE each 2 @ \$100,500* *\$201,000*

**FRINGE BENEFITS (ISBE)** **\$ 269,280**

***In-Kind***

Same in-kind fringe benefits as provided in Years 1-3.

***Federally Funded Positions***

*ISBE Data Stewards: 1.00 FTE each 4 @ \$43,200* *\$172,800*

*ISBE Programmer Analysts: 1.00 FTE each 2 @ \$48,240* *\$96,480*

**TRAVEL** **14,000**

*Attendance of Washington, DC, two-day meeting for two project staff.* *\$4,000*

*State Education Data Advisory Group meetings.* *\$10,000*

**EQUIPMENT** **0**

**SUPPLIES** **0**

**CONTRACTUAL** **1,346,400**

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 the SIS and e-Grants information systems. All travel and living expenses are included. The rates are calculated at 7.5 hours per day and 261 days per year.

*Project Manager: 1.00 FTE @ \$120/hour* *\$234,900*

*Contractual Support to the Illinois Shared Enrollment and Graduation File (ILDS Component 5)* *\$157,000*

*Data Warehouse Contractor (ILDS Component 4)* *\$954,500*

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**Illinois State Board of Education** **Budget Narrative 8**  
**Statewide Longitudinal Data Systems Project/CFDA #84.372A** **September 2008**

**Budget Narrative by Project Year**

**PROJECT YEAR 4 (CONTINUED)**

<b>CONSTRUCTION</b>	<b>0</b>
<b>OTHER</b>	<b>0</b>
<b>DIRECT COSTS FOR YEAR 4</b>	<b>2,184,280</b>
<b>INDIRECT COSTS FOR YEAR 4 (19.0%)</b>	<b>415,013</b>
<b>TRAINING STIPENDS</b>	<b>0</b>
<b>TOTAL PROJECT COSTS FOR YEAR 4</b>	<b>2,599,293</b>
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<b>TOTAL PROJECT COSTS FOR YEARS 1-4</b>	<b>\$8,999,956</b>