U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100020

Closing Date: NOV 19, 2009

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Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):
* Other (Specify)

* 3. Date Received:
12/3/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:
NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Kentucky Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):
610600439

* c. Organizational DUNS:
102594426

d. Address:

* Street1:	500 Mero Street
Street2:	
* City:	Frankfort
County:	Franklin
State:	KY
Province:	
* Country:	USA
* Zip / Postal Code:	40601

e. Organizational Unit:

Department Name:
Bureau of Learning and Results Services

Division Name:

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

Prefix: Dr.

* First Name: Larry

Middle Name:

* Last Name:	Stinson		
Suffix:			
Title:	Deputy Commissioner		
Organizational Affiliation:			
Kentucky Department of Education			
* Telephone Number:	(502)564-5130	Fax Number:	(502)564-4007
* Email:	LARRY.STINSON@EDUCATION.KY.GOV		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-Grants-072909-001

Title:

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

13. Competition Identification Number:

Title:

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

KY-All

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

Kentucky Statewide Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: KY-All * b. Program/Project: KY-All

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 7/1/2010 * b. End Date: 6/30/2013

18. Estimated Funding ($):

a. Federal	**$ 19572239**
b. Applicant	**$**
c. State	**$**
d. Local	**$**
e. Other	**$**
f. Program Income	**$**
g. TOTAL	**$ 19572239**

*** 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** 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:	Dr.	* First Name:	Terry
Middle Name:			
* Last Name:	Holliday		
Suffix:			

Title:	Commissioner
* Telephone Number:	(502)564-3141
Fax Number:	(502)564-5680
* Email:	TERRY.HOLLIDAY@EDUCATION.KY.GOV
* Signature of Authorized Representative:	
* Date Signed:	

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Kentucky Department 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	$ 92,000	$ 92,920	$ 93,850	$ 0	$ 0	$ 278,770
2. Fringe Benefits	$ 27,600	$ 27,876	$ 28,155	$ 0	$ 0	$ 83,631
3. Travel	$ 10,000	$ 15,000	$ 15,000	$ 0	$ 0	$ 40,000
4. Equipment	$ 262,416	$ 787,250	$ 0	$ 0	$ 0	$ 1,049,666
5. Supplies	$ 595,741	$ 3,374,000	$ 2,099,000	$ 0	$ 0	$ 6,068,741
6. Contractual	$ 2,150,000	$ 4,424,000	$ 4,541,000	$ 0	$ 0	$ 11,115,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 3,137,757	$ 8,721,046	$ 6,777,005	$ 0	$ 0	$ 18,635,808
10. Indirect Costs*	$ 102,273	$ 494,881	$ 315,277	$ 0	$ 0	$ 912,431
11. Training Stipends	$ 0	$ 12,000	$ 12,000	$ 0	$ 0	$ 24,000
12. Total Costs (lines 9-11)	$ 3,240,030	$ 9,227,927	$ 7,104,282	$ 0	$ 0	$ 19,572,239

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 12/31/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 14.1%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Kentucky Department 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

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Terry Holliday
Title: Commissioner
Date Submitted: 11/18/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Dr. Terry Holliday Title: Commissioner Applicant: Kentucky Department of Education Date: 11/18/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

APPLICANT'S ORGANIZATION

Kentucky Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Terry Middle Name:

Last Name: Holliday Suffix:

Title: Commissioner

Signature: _____ Date: 11/18/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Larry		Stinson	

Address:

* Street1: 500 Mero Street

Street2:

* City: Frankfort

County:

* State: KY* Zip / Postal Code: 40601 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(502)564-5130	(502)564-4007

Email Address:

LARRY.STINSON@EDUCATION.KY.GOV

2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:
Title: **Project Narrative - Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\ptrotter\My Documents\SLDS 2009\DRAFTS\FINAL STUFF\Abstract final 12-1.pdf**

Abstract

The P-20 Data Collaborative is a unique collaboration with the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), the Educational Professional standards Board (EPSB), the Kentucky Higher Education Assistance Authority (KHEAA) and the Education and Workforce Development Cabinet. The Collaborative is seeking funds to expand and enhance the Kentucky Statewide Longitudinal Data system (KY SLDS) in order to meet the statewide longitudinal data system requirements and thus improve its ability to support and improve student achievement, ensure that all students are adequately prepared for postsecondary education, the workforce or Armed Services, and to inform education and workforce policy across the Commonwealth.

Kentucky has made great strides in building the infrastructure necessary for a robust statewide longitudinal data system. The memorandum of agreement, signed by the Collaborative, provides a governance arrangement for managing the implementation of the current KY SLDS expansion and will be the foundation for the creation of a comprehensive and flexible governance structure necessary to the future credibility and success of this endeavor.

To accomplish this ambitious task four key goals will be addressed: 1) adding additional data from the Education and Workforce Development Cabinet, KHEAA, and Kentucky Adult Education (KyAE); 2) expanding and updating existing data sources and collection processes; 3)enabling widespread access through the establishment of an identity management solution and the development and implementation of a comprehensive communications and training package; and 4) refining the administration of the KY SLDS by revisiting the governance structure, conducting a data audit, establishing a data audit system and providing for enhanced research and program evaluation capabilities.

The expected outcomes of this project include the establishment of an identity management solution which will result in the ability to authenticate and authorize users from a variety of stakeholder groups. Another outcome is the establishment of a state data audit system, one of the required data capabilities that Kentucky has yet to meet. Focus groups and the subsequent development and implementation of a comprehensive communications, training and evaluation process will ensure that all stakeholders not only have access to the KY SLDS, but can use it to make changes in policy and practice to improve student learning, measure the effectiveness of teachers and administrators, ensure that the labor market pipeline meets the state's projected workforce needs, etc. Identity management will be a critical element within the review process for the governance structure.

The addition of new data from the student financial aid sector, adult education and the labor market, is critical in Kentucky's move to create a seamless P-20 data system that will inform education policy at all levels. The KY SLDS will, among other things, be used to evaluate how well students are being prepared for college or the 21st Century workforce; determine how well the state's postsecondary educator preparation programs are preparing our future teachers and administrators; demonstrate whether or not all students have access to highly effective teachers; explore the relationship between the state's scholarship program and college-going/college completion rates; track employment outcomes for each institution of higher education; and connect the education pipeline to earnings, job retention and job stability.

Project Narrative

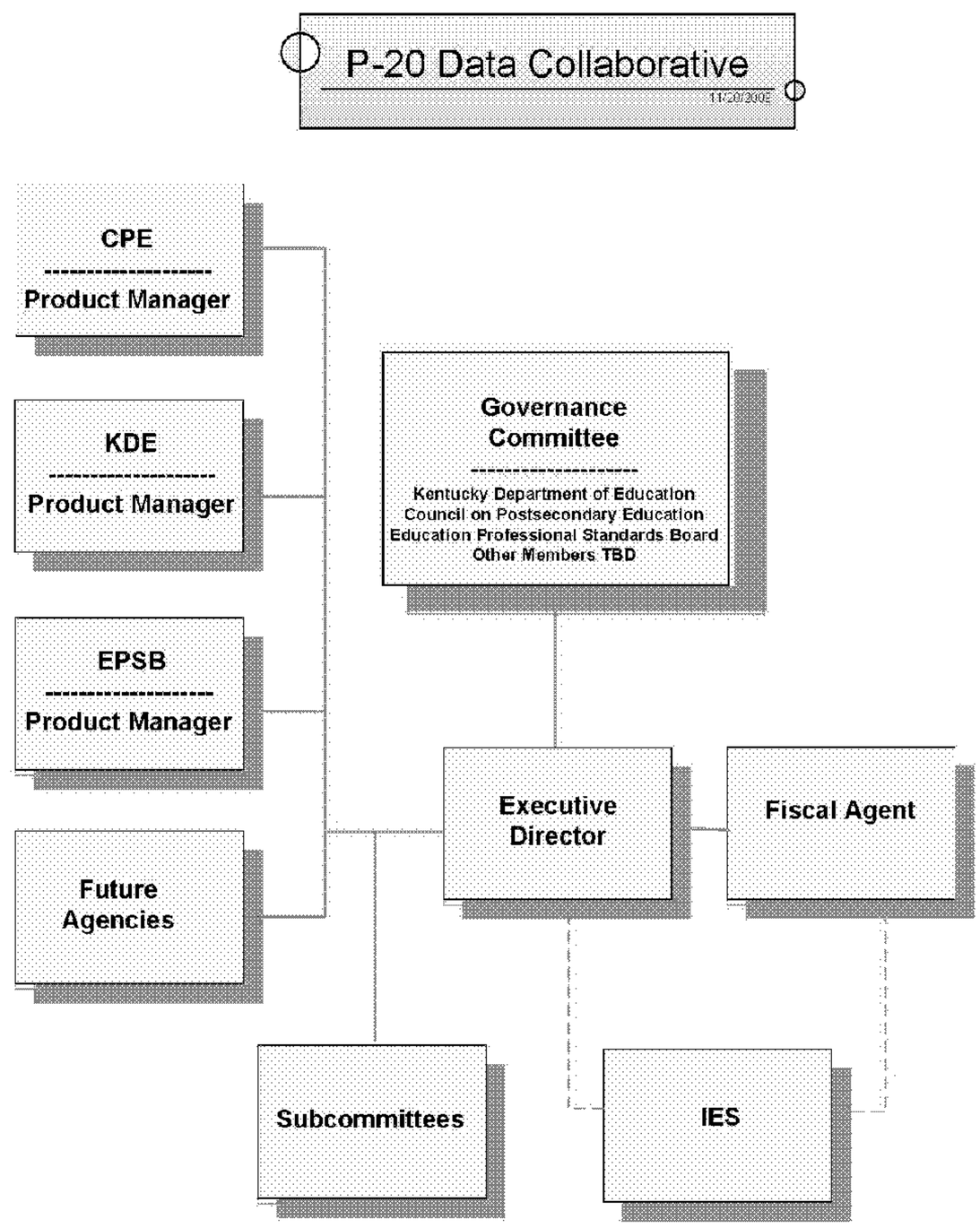
Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative** Pages: **30** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Project Narrative\FINAL NARRATIVE 12-02-09.pdf**

PROJECT NARRATIVE

Introduction

This proposal, which is being submitted by the Kentucky Department of Education (KDE) was developed through a collaboration of the KDE, the Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB) and is a request for $19.6 million over three years from the U.S. Department of Education, Institute for Education Sciences (IES) to support further expansion of Kentucky's multi-agency longitudinal data system. This new initiative will address four main objectives: 1) administration refinement, which will include a review of the governance structure, a one-time data audit and establishment of a state data audit system; 2) expansion of existing sources, including updating and re-engineering of data collection processes of the partner agencies; 3) addition of new data from workforce and the student financial aid system and 4) establishment of an identity management system. These are more fully discussed under the Project Outcomes and Objectives section. As the state education agency (SEA), KDE will serve as the fiscal agent for this grant award.



A major issue facing Kentucky is how to address the issues and concerns of each of the agencies participating in the expansion of the Kentucky Statewide Longitudinal Data System (KY SLDS). On August 20, 2009, KDE, CPE, and EPSB entered into a unique Memorandum of Agreement for the purpose of creating a P-20 Data Collaborative (hereafter referred to as the Collaborative) to oversee the process of merging P-20 data within a shared repository, creating rules governing access to and use of the data, and making it available for reporting, analysis and research. The need for a review of this governance structure as additional agencies become partners in the KY SLDS is addressed under the governance section of this grant application. The Collaborative supports the merging of P-20 data to facilitate educational research and development of reports; provide feedback to Kentucky's educational and workforce institutions; and put information in the hands of stakeholders. Decisions of the governing board, composed of the three agency heads and the Secretary of the Education and Workforce Development Cabinet, are made by unanimous consent. Each principal member of the Collaborative is the owner of the respective feeder systems and therefore, part owner in the Kentucky Statewide Longitudinal Data System (KY SLDS). The

Collaborative is responsible for the support and maintenance of the KY SLDS. Additional members of the Collaborative will be added as more agencies participate in the statewide data system. This collaboration is unique among state agencies and provides a vehicle for continuous dialogue across agencies regarding the development of the KY SLDS.

For the past 20 years, Kentucky has been a consistent leader in education reform and after three years of fluctuation in education leadership, now has strong leadership in place that is needed to launch a bold new vision for education in the Commonwealth. The KDE is led by a newly appointed Commissioner of Education, Dr. Terry Holliday, who brings with him a strong background in advancing student achievement and turning around low performing schools, and a strong commitment to ensuring that every child is taught by a highly effective teacher. He also is a committed user of data to inform decisions. Under his leadership, the KDE has developed a Learning Framework to provide a roadmap for the 21st Century reform upon which it has embarked. The foundation of the framework resides in four basic areas: that every student learns under the guidance of a highly effective teacher, in a school led by a highly effective principal, in a district led by a highly effective superintendent; that a continuum of interventions is customized to meet the needs of every child; that the use of a single set of content standards leads to the readiness standards deemed necessary by institutions of higher education; and that the data system provides timely information about what is effective, where it is effective and for whom so that the education and workforce communities can shift from "autopsy" data use to preventive data use..

The CPE also welcomed new leadership in January 2009, with the hiring of Robert King, J.D. as President. A hallmark of Mr. King's first year leading CPE's staff is his focus on K-12 education, including both the continuous improvement of teacher education and professional development and the establishment of a single state-wide standard for college readiness. Mr. King recognizes higher education's critical relationship with K-12 through the provision of teacher preparation and the career-long support of teachers through active involvement in professional development and research. As an avid user of data for decision-making, President King is also looking forward to expanding the capacities of the KY SLDS to improve postsecondary education in Kentucky through the inclusion of the new postsecondary data sources and other enhancements proposed here.

Under the leadership of Dr. Phillip Rogers, the EPSB has established its highest priority as strengthening the quality of educator preparation so that every Kentucky child has a highly effective teacher and school leader. Recent bold board actions include sun-setting all master's degree and principal preparation programs and requiring all new program proposals to focus on improving student learning. Dr. Rogers has led the EPSB to migrate from its old paper file system to an electronic data system that permits the board to make data-driven and research-based decisions and now makes the EPSB a valuable partner in the KY SLDS. A strong advocate of the KY SLDS who understands the value of sharing data across agencies in order to make more informed decisions, Dr. Rogers is working closely with his counterparts in the Collaborative to ensure the sustainability of the KY SLDS in the Commonwealth.

Kentucky, as a state, has also begun a fundamental re-thinking of how it organizes and administers information. Education and labor market groups recognize that education is a lengthy, lifelong process that evolves at different rates and in different ways for individuals. P-20 and workforce sectors are inextricably intertwined and the way in which information is collected, stored, shared and

used should contribute to student achievement and success in life. Kentucky also recognizes that the success of the education reform efforts individually and collectively is dependent, in part, upon the cooperation and collaboration between and among the groups and agencies that are responsible for overseeing the reforms.

In late October 2009, Governor Beshear announced the formation of the Transforming Education in Kentucky Task Force (TEK Task Force – see appendix) comprised of over 30 individuals representing all areas of the state and various stakeholder groups. Kentucky's education commissioner serves as co-chair of the task force. The task force work is scheduled to begin in December. The first several months will be focused on fact-finding about the many excellent programs that already exist and challenges the state faces. Among those specific items that the governor requested the task force to review are: increasing early childhood education opportunities, increasing opportunities for students to get college credit while in high school, increasing the rigor of Kentucky's career and technical programs so they are seen as options of first choice, and decreasing dropouts and increasing graduation rates. The use of data is critical to this work as is access to a robust statewide longitudinal data system (SLDS). The expansion of the KY SLDS for which funds are being requested in this application will provide the robust data tool needed to guide this work.

As the United States moves to a knowledge economy requiring higher educational levels and improved workforce skill levels among its population, it is critical for a high poverty/low educational level state like Kentucky to determine the status of its workforce in terms of educational levels and workforce skill levels. Kentucky needs to examine its current educational levels and workforce skill levels, compare them to education and workforce skill levels needed in the developing knowledge economy, and track over time the state's movement to ensure the workforce is better prepared for today's and tomorrow's economy. As of the date of this writing, the current KY SLDS contains data from pre-K though high school. Through a second round of funding from IES the KY SLDS is in the early stages of acquiring data that will enable the tracking of student and teacher information from early childhood, adult education and post-secondary institutions. This includes the process of incorporating data on teacher education, certifications, and assignments. Student financial aid data, and employment information from outside the educational environment have not yet been incorporated into the KY SLDS nor has information about non-degree teaching certifications, alternative routes to teaching, or the military. Funds are being requested in this grant proposal to allow expansion of the KY SLDS into these areas, with the exception of the military, by the addition of new data as well as to: address source data collection problems, quality and validity; ensure a strong operating discipline for managing data and information as a key enterprise asset; and, establish an identity management solution that allows access to a broad spectrum of users based on their role identification and authorization.

The Collaborative understands that without a robust decision support system, easily accessible to a broad-based constituency and which uses valid and reliable data to inform policy and practice from the state down to the classroom level the reform effort will not get off the ground. Data provide the roadmap to reform. They tell us where we are, where we need to go, and who is most at risk.

The creation of the KY SLDS, formerly known as the Kentucky Instructional Data System (KIDS), was made possible by a $5.8 million grant from IES in the first round of competition, and $2.9 in

the third round. The initial funding supported the building of the KY SLDS as a K-12 enterprise. Funding provided from round three is currently being used to design the architecture necessary to expand the system to include data from the Collaborative partner agencies, collecting that data and creating reports. In addition, access to the KY SLDS tools is already available to all 174 Kentucky school districts. By the end of the calendar year 2009, superintendents, district assessment coordinators, chief information officers, and other district staff from all 174 districts as well as principals from all 1300 public schools, will have access. The KY SLDS is also moving forward with its long-term process to develop better data practice and governance. In order for the KY SLDS to become a true statewide longitudinal data system, which provides role-based access to information needed by a variety of stakeholders, it is imperative that governance, data quality, issues of authentication and authorization, and statewide training for all stakeholders be addressed. Thus, a significant amount of funding requested now will be used to design and implement an identity management solution, create a state data audit system, develop a more comprehensive and flexible governance structure and design and deliver statewide training on the use of the KY SLDS. Unless these segments of the project are addressed Kentucky cannot move forward with updating and re-engineering data sources nor add additional data. The addition of workforce and student financial aid information is contingent upon having a broad governance structure, identity management solution and assurance of data quality and validity. Kentucky recognizes the importance of having high level champions to ensure the success of a KY SLDS. The Collaborative partners not only understand data, but demand its use in day to day decision-making giving Kentucky the champions it needs from the highest possible level to continue to build and make available for use a broad-based SLDS.

Since becoming operational in January, 2008, the KY SLDS has continued to increase the number of data sources it receives as well as the quality of the analytics it provides. However, the local district and school end users of the system have not yet had adequate training in the use of the system and how it can be utilized to affect classroom practice and improve student learning. Policy-makers at the state and local levels also are not well versed in the potential ways they can use the KY SLDS to inform decision-making. Funds are also being requested to develop a statewide marketing and training plan to ensure that the KY SLDS meets the needs of all stakeholders. As the KY SLDS is rolled out to the 174 districts and 1300 schools, and ultimately to all stakeholders, it is imperative to ensure easy access and a user-friendly interface. Parallel to that effort is a focused communication and training program so that stakeholders are trained in the use of the system and begin to acquire an understanding of how to effectively use the data that reside in the system.

I - NEED FOR THE PROJECT

Although Kentucky has developed a robust cross-agency longitudinal data system, it now needs to address how it will increase the use of those data by legislators, administrators, and educators to improve education. The main objectives outlined for the project address the basic needs of the KY SLDS going forward::

- Refine administration (i.e. governance, data audit, data collection)
- Expand and enhance data system capabilities
- Add new data
- Enable broader access (i.e. identity management)

In addition, Kentucky has targeted other ARRA funds to support focused interventions in the state's lowest performing schools. These interventions, which include additional support for special needs students, content specialists and curriculum specialists to support classroom teachers and ensure a guaranteed, viable curriculum are currently being implemented. However, a more innovative approach to turning around the state's chronically lowest performing schools is on the drawing board and represents a key component of Kentucky's Race to the Top (RTTT) grant application. Under this bold initiative, schools would be identified as Educational Recovery Schools when they become "persistently low performing" (i.e. they have been in the lowest 5% of all schools on state accountability measures for three consecutive years). Educational Recovery requires action on a number of fronts such as requiring schools to relinquish much of the control of the school to either the local district or state and making fundamental changes in the conditions under which these schools operate. The KY SLDS will be a critical linchpin in this recovery plan as the department will rely heavily on the KY SLDS to provide data necessary to identify these schools and track their progress over time. Students in these lowest performing schools are most at risk for not being college or workforce ready, thus data about these schools in particular is of great interest to the Collaborative.

CURRENT KY SLDS

In mid 2008, Kentucky sought to build upon its foundational K-12 SLDS by establishing a shared data repository to serve as the Kentucky Statewide Longitudinal Data System (KY SLDS). The Collaborative partners in this endeavor, each collects and stores their own data. A second grant in the amount of $2,878,373 was awarded from IES to the State Educational Authority (SEA), KDE, on April 8, 2009 to cover three distinct phases related to this initiative: K-12 data expansion, including the shared repository plan and design; addition of P-20 data sources to the KY SLDS; and design and develop reports. This work is currently underway and ultimately the KY SLDS will reflect the interests of all educational agencies and provide state and local policy-makers with the necessary information to effect change and improve student learning and increase the number of Kentuckians not only graduating from high school but completing a college degree as well. The current status and additional needs of the KY SLDS as they relate to the required seven capabilities and twelve system requirements as required in the RFA are discussed below under System Capabilities as outlined in the RFA.

Seven Required Data System Capabilities

Examining Student progress and outcomes over time

Kentucky's various educational agencies each have pockets where data from each level of a student's career, through workforce, are collected and maintained. However, these are generally systems designed for a specific need and will not provide the functionality or flexibility required for a decision support system or even a longitudinal data system. The KY SLDS enables Kentucky to examine student progress and outcomes over time within the K-12 system. Currently, for early childhood development the KY SLDS only contains data about students requiring special assistance. More detailed early childhood data is a planned enhancement of the system under the current expansion. The current expansion work will also provide the capability to track students through their post-secondary career and will help inform college readiness needs of Kentucky's high school students. The system is not currently able to examine progress and outcomes that lead to the

workforce or Armed Forces. We intend to begin including workforce data,(i.e. unemployment, wages, etc.,) through funding from this grant and will gather information about what military data may be in scope for the future.

The KY SLDS lacks a standard student-level transcript which would include courses completed and grades earned. This has not been due to system incapability but rather to the lack of common course codes linked to common core standards and an electronic means of capturing the data. This matter is being addressed by KDE which plans to implement standardized course codes linked to nationally agreed-upon common core standards for language arts and math and expected learning outcomes for students enrolled in those courses. The course content and expectations will be linked to college readiness standards. Once this system is in place, the standard student transcript data will become part of the shared repository in the KY SLDS. An outcome of this work will be the ability to track specific course taking success for all students so interventions can occur in a timely and effective manner.

Facilitate and enable exchange of data among agencies and institutions
The work being done under the current IES grant, makes it possible for the KY SLDS to facilitate and enable the exchange of data among the three current partners, CPE, EPSB and KDE. This funding will also enable Kentucky to share data among the Collaborative partners using standard data structures, data formats, and data definitions to insure interoperability.
Kentucky has a single, statewide application for both P-12 student management and accounting systems. This application provides a great deal of vertical integration from the schools to the KDE for the data contained within either system. However, there is no horizontal integration of user IDs among the various applications which must occur if the exchange of data across agencies and among institutions is to be realized in the KY SLDS.

Detailed data describing the points at which students enter and exit the P-12 educational environment are collected by the statewide student information system and entered into the KY SLDS. Post secondary data will be added as part of the current expansion grant. Test records for individual students have been available within the KY SLDS since 2007. Current assessments include the KY Core Content Assessment, ACT, PLAN, and Explore. Even data on untested students currently exists within the KY SLDS. Kentucky is currently exploring more robust data sharing agreements with the College Board to allow for the use of AP exams data within the KY SLDS that is available for reporting.

CPE is committed to implementing interoperability through the use of national postsecondary data standards. Their postsecondary data definitions and codes are synched with those of the Departments' Integrated Postsecondary Education Data System (IPEDS). Kentucky Adult Education (KYAE), follows the guidelines set forth by the National Reporting System for Adult Education (NRS) which was developed by the U.S. Department of Education's Division Adult Education and Literacy (DAEL). The NRS has a set of guidelines which all states are required to follow for data collection, data matching and quality control.

In order to facilitate the future exchange of data among agencies and support interoperability, funding is requested in this grant to develop the business requirements for the IT infrastructure needed to produce high school transcript data for graduates applying to Kentucky's public and

private colleges and universities. This enhancement would ensure the correct link between high school students' K-12 ID to their college or university records. Currently, PDF versions of high school transcripts are electronically available to colleges and universities, but must then be printed and entered by hand, a process which leaves room for data entry error. An enhancement of the student information system, Infinite Campus (IC), will need to be made in order for this to occur and funds are requested in this grant to support these enhancements. These data then will be made available in KY SLDS for reporting and analysis.

Link student data with teachers

The Education Professional Standards Board currently has and maintains the most accurate unique teacher identifier, although many systems across the EPSB and the KDE utilize their own unique teacher identifiers. The EPSB identifier is expected become the authoritative source used by all educational agencies in Kentucky for educators within the current expansion phase of SLDS development. The unique teacher identifier assigned by the EPSB is not shared or used by the other agencies, including KDE. Consequently, it is very challenging to combine data from the student information system, accounting and other applications. Within the portion of the project that calls for re-engineering and updating of data systems we will determine the most effective and efficient way to remedy this disconnect between student and teacher data.

Matching teachers with certification and teacher preparation

As Kentucky moves toward developing a comprehensive approach to measure the effectiveness of teachers and leaders new measures of performance and student learning will be developed making it imperative that student and teacher data are linked and that teacher data include certification and teacher preparation program course taking. In addition to adding data from sources not currently participating in the P-20 shared repository, there is a need to address the inclusion of additional data collected by the EPSB and the CPE. Detailed certification and preparation data will be available as part of the current KY SLDS expansion and is expected to be available in 2010.

Under the current grant funding, CPE is providing student-level information on colleges and universities attended, courses taken and course outcomes, degrees and credentials earned, and other information of interest to link with KDE and EPSB teacher data. Information on K-12 teachers who also teach in the adult education system, including professional development received through that system, would be added with the expansion of Kentucky Adult Education Data into the shared repository under this request for funds.

To support improvement in postsecondary instruction, CPE requests funds to expand its already-developed PD Tracker application and database, used by Kentucky Adult Education's professional development efforts, to track the professional development college faculty receive to teach remedial education. This leveraging of an already-developed application will provide efficient and essential support to Kentucky's new effort to improve teaching and learning for postsecondary students with developmental education needs.

Easily generate data

The Collaborative's vision is, through the KY SLDS, to enhance the ability of state education agencies, governing boards, legislators, state and local educators, researchers, policy-makers, parents, students, and others to collect, analyze, and use longitudinal data to conduct research across the

education spectrum to inform decision-making to improve the education, college-going rate, career opportunities, and outcomes of the citizens of Kentucky. The system is currently limited to users within the Kentucky Educational Technology System (KETS). It will be opened up to parents and users external to the KETS network, and to state agencies, upon the implementation of an identity management system, and a state data audit system (which is a system requirement as discussed below),to be funded through this grant.

A major concern expressed by the National Center for Education Statistics (NCES) in earlier funding rounds is that states were failing to adequately consult with their end users about their needs. KDE hopes to take positive steps to now establish an on-going process to obtain information from a variety of stakeholders about their initial and ongoing needs. Funds from this proposed project will be used in year one to design, conduct and report on focus groups in each geographic quadrant of the state to obtain information about their current needs and perceptions about how the KY SLDS can and should be used. Prior to the focus group meetings on-line materials explaining the KY SLDS and how to access it will be developed and made available to each of the focus group invitees. The focus groups will be followed up with periodic checks as the development of the system continues to make sure that the needs are being met and to obtain formative feedback. These focus groups will provide the information needed to design and develop statewide training for the KY SLDS. Through this process the KY SLDS will facilitate and enable exchange of data among agencies and institutions according to their needs.

Ensure quality and integrity of data

Data quality audits currently occur at two points in the data collection stream. A primary audit occurs at the point of data collection, such as the state-level Student Information System (SIS) repository. A secondary, but less detailed audit, where data from various collections are compared, is carried out as data are readied for input to the SLDS. For the first time, similar data from different systems can be reviewed for consistency and to make sure they match previous formats. While this secondary audit provides an external review, it has not yet been formalized. Even so, it is has helped grow the understanding among stakeholders of the importance of data quality and data review.

The KDE, as part of an overall data quality push, is planning to implement a closed-loop data correction process. This process, when complete, will continue to allow audits to be conducted at the collection points but will require corrections to be made at the point of data entry.

Because of the increasing maturity of the KY SLDS has now become necessary to improve upon the sophistication for managing the metadata. The Commonwealth of Kentucky proposes to create a metadata repository for KDE, EPSB, CPE and the Education and Workforce Development Cabinet. A robust metadata system is critical for users of the KY SLDS. It will: 1) assist in meeting stakeholder needs; 2) increase the probability of correct data interpretation and use; 3) identify what data exist, the authoritative source and format for the data; 4) identify redundant data and the differences in data sets; 5) improve the accuracy of data transfer from systems into the KY SLDS; 6) reduce user expertise required to conduct ad-hoc queries; 7) promote data quality throughout KDE, EPSB, CPE and the Education and Workforce Cabinet; 8) sustain data quality and assist stakeholders in making data-driven decisions. A metadata system will serve as the backbone for master data management, the data stewardship framework and training modules to be rolled out during year two of this grant.

Meet reporting requirements
The current KY SLDS has been designated as the system which will generate the reports for the federal EdFacts data collection. While the KY SLDS is able to provide these reports, it is currently limited by the amount of data available for reporting. As new data are added, more EdFacts reports are able to be developed and tested. Current capabilities allow for 10 reports to be generated. As more detailed data from the SIS and other areas are included, the system will be able to develop and test more EdFacts reports. It is expected that 7 more reports will be made available within the current phase of expansion.

Twelve Required Data System Elements

Pre-school through Grade 12 and Postsecondary Education
Student level enrollment, demographic, and program participation information have been included within the KY SLDS since 2007. Detailed data describing the points at which students enter and exit the P-12 educational environment are collected by the statewide student information system, Infinite Campus (IC), and entered into the KY SLDS. Post-secondary data will be added as part of the current expansion grant funded by IES and are expected to be complete by the end of 2011. Various ad hoc systems already provide the capacity to share data between P-12 and post-secondary. More authentic data sharing will be added as part of the current expansion grant and is expected to be in place by the end of 2011.

Work is ongoing to ensure that the K-12 statewide student identifier is captured when former students of Kentucky's public schools enroll in Kentucky's colleges and universities.

In order to ensure that the KY SLDS has the capacity to communicate with higher education data systems, the Council on Postsecondary Education needs to make improvements to its Kentucky Postsecondary Education Data System (included in KY SLDS in the currently-funded effort), pull together other internal data sources and create a single external data exchange system that will make CPE data collection and reporting more efficient, seamless, accurate and interoperable.

A major component of this proposed project is the establishment of the required state data audit system. Data quality audits currently take place primarily at the point of data collection. Data audits between systems are also carried out by the KY SLDS. For the first time, similar data from different systems can be reviewed for consistency and to make sure they match previous formats. Kentucky expects to build upon the existing audit capability with a more robust, enterprise system once more data systems are feeding into the repository.

Preschool through Grade 12
Test records for individual students have been available within the SLDS since 2007. Current assessments include the Kentucky Core Content Test, ACT, PLAN, and Explore. Kentucky is currently exploring more robust data sharing agreements with the College Board to allow for the use of AP exam data within the KY SLDS. Additionally, the KY SLDS is currently expecting to open up functionality which will allow for individual districts to upload formative assessment data and allow

for those data to be included in reports. Data on untested students are also contained within the KY SLDS.

The Education Professional Standards Board currently has and maintains the most accurate unique teacher identifier, although many systems across the EPSB and the KDE utilize their own unique teacher identifiers. The EPSB identifier is expected to become the authoritative number used by all educational agencies in Kentucky for educators within the current expansion phase of SLDS development.

ACT data are currently in place within the KY SLDS and are used in multiple reports and analytics. In the fall of 2006, 45% of recent Kentucky high school graduates entered college with developmental needs in at least one core subject (math, English, reading) [CPE]. The costs of developmental education are high for both the state and the student. The KY SLDS database will enable Kentucky to look quantitatively at college readiness across the education spectrum. This would enable educators/staff to implement strategies to reduce the need and cost of remedial education.

With the passage of Senate Bill 1(SB1) in the 2009 session of the Kentucky General Assembly, the Commonwealth of Kentucky is poised at the beginning of a new era in public school assessment and accountability. SB 1 mandates a move toward a new testing and accountability system that will, for the first time, measure individual student achievement over a period of time. It will allow the state to understand how Kentucky students are doing compared to each other and with students nationally through the adoption of national common core standards and assessments. SB 1 also mandates closer cooperation between the state's schools and Kentucky institutions of higher education in an attempt to lower the numbers of school children who need remediation and improve college readiness. These data will be reported in the KY SLDS. Under this legislation the Commissioner of Education and the president of CPE are charged with ensuring that revised academic standards in reading and math are aligned with postsecondary course and assessment standards. In addition, CPE is directed to collaborate with KDE to develop a unified strategy to reduce college remediation rates by at least 50% by 2014 in comparison to the 2010 rate and increase the college completion rates of students enrolled in one or more remedial classes by 3% from 2009 to 2014.

Postsecondary education

The current expansion grant award will fund the connection of post-secondary student performance information allowing public schools and districts to better understand how they are preparing students for success. This capability is expected to be in place by the end of 2011.

As part of general implementation of the KY SLDS, interviews have taken place with potential stakeholders in state agencies not directly affiliated with education. The hope is that these discussions will help direct the implementation team to areas of need not evidenced within the educational environment. Interviewees include representatives from the Kentucky Chamber of Commerce and the Cabinet for Health and Family Services. Thanks to organizations such as the Council of Chief State School Officers (CCSSO) and the Data Quality Campaign (DQC), much research has been done and is available on how best to prepare students for success. Kentucky

wants to build on those data by adding information from areas not typically considered when a state embarks on development of a SLDS.

Currently, CPE collects data from public and private postsecondary institutions in multiple ways. These data are formatted in separate applications, emails, SQL and Access databases and spreadsheets, creating time-consuming manual work for staff to manage, consolidate and match data as needed for reporting and analysis. These hand processes also slow access to data and impair the quality of the data. This issue will be addressed under the second goal of updating and re-engineering of data sources.

CPE has conducted considerable research on dual enrollment students in recent years to evaluate the college-going and college success of these students. Because the majority of these dual enrollment courses are technical, rather than academic, the growth of dual enrollment in Kentucky has not increased college going or success in general. However, there is evidence that students who took academic college-level courses in high school earned Bachelors degrees faster than those who did not. Further exploration of this data has been hampered by the lack of a link to K-12 data such as Advanced Placement and International Baccalaureate course-taking and students' year in high school. Also, there has been much interest in the impact of dual enrollment on high school graduation, but without student-level links, the students who are taking college-level courses on their own, rather than through their high school, cannot be identified. Additional funding is requested to ensure that needed data is included in the repository and to develop the queries and reports needed to expand the information available to policy makers on this important topic.

In addition to the comments above concerning how Kentucky is meeting, or planning to meet, the system capabilities and system requirements, certain issues surrounding the KY SLDS effort require further discussion. These are addressed in the following sub-sections: data quality needs, addition of new data, expanding access, identity management, re-engineering collection processes and storage, and need for expanded research and utility.

Data Quality Needs

As the KY SLDS expands, ensuring the quality and integrity of the data contained in the system becomes more complex. The Collaborative plans to contract with a non-education entity to perform an audit of the technology and data processes. Subsequent to this audit a data audit system for the KY SLDS will be designed and implemented which will continuously assess data quality, validity, and reliability.

The Collaborative has implemented procedures and plans to insure high quality data are in the KY SLDS. Among those procedures are: extract data from sources where data quality procedures exist and are being applied that enable users to believe the data are reliable; and perform data profiling prior to being loaded to the KY SLDS so any issues can be addressed before they are loaded into the repository.

Kentucky's data requirements have increased over the last decade creating a need for automated data collections and reports. As a result, KDE programs began collecting data based on individual program needs, often ignoring the fact that data may be available from another office. In addition,

spreadsheets in Excel and/or Access databases have been utilized assuming no one else would be interested in seeing or using the data. Thus, local districts receive repetitive data requests from KDE or data may be collected and used to serve the purposes of a single user. KDE has morphed into silos of collected data, repeatedly undergoing a clean-up process which has slowed the development of the KY SLDS.

KDE established the Data Policy Committee (DPC) in 2008 to define the policies for collecting, using and reporting data within KDE. Decisions of the DPC are binding on all staff within KDE when creating, collecting, using or considering data to conduct the business of KDE including, but not limited to, the provision of services to districts, schools, students, parents or other education partners. The committee's mission is to ensure data assets are planned for, developed and used to meet the needs of all education stakeholders, avoiding unnecessary program-by-program approaches to data collection and reporting.

KDE has demonstrated an on-going commitment to improve its use of data to analyze the effectiveness of its work and inform decision-making. One of the ways it has done this is to request that the Commonwealth Office of Technology conduct a portfolio analysis to analyze the data system applications used by KDE to better manage costs, provide support, and provide user value. This analysis is currently in progress and will be followed by a data audit.

CPE is also committed to the continuous improvement of postsecondary data quality and integrity. The Council has long experience with the challenges of collecting comparable data from different types of colleges and universities with a variety of student information systems and varying levels of IT and analytical sophistication. For many years, CPE staff has performed data edits to ensure that the data submitted match coding schemas and established business requirements. To further improve the quality of data submissions, CPE instituted a data quality policy in 2008 that requires all public colleges and universities to develop internal data quality policies, report these policies to CPE, run and report the results of internal data quality checks, and host an on-site data quality audit by CPE staff every five years. Additionally, Kentucky Adult Education contracts with the commonwealth's Auditor of Public Accounts to conduct program audits every four years, which include a reconciliation of the student and faculty data electronically submitted to Kentucky Adult Education with the information retained by the local provider.

Additional Data to be Included in KY SLDS

The Kentucky Higher Education Assistance Authority (KHEAA), is a division of the Finance and Administration Cabinet, and is charged with administering the preponderance of the Commonwealth's postsecondary student financial aid programs. It is in that capacity that KHEAA assembles and maintains data bases on applications, eligibility and disbursements for eleven different student aid programs. Collectively, these programs are broadly charged with increasing access to postsecondary education, retaining qualified recipients through degree completion, and thus enhancing graduation rates of recipients.

Effective administration of student financial aid programs requires KHEAA to continually evaluate the programs' effectiveness. Given the current variables contained in the various KHEAA data bases, KHEAA is able to analyze applications received and track retention of recipients, however

there is no in-house information set which allows KHEAA to estimate postsecondary completions and perform formal cost-benefit analyses. Furthermore, since the KHEAA data "window" effectively begins when students actually file applications for benefits, the agency lacks the data capability to empirically evaluate the pipeline of potential future applicants. This causes an over-reliance on published secondary data sources with the associated error problems inherent in those compilations complicating budget and utilization projections.

Over the past few years, CPE and KHEAA have collaborated to produce innovative research such as cohort tracking to determine the impact of state financial aid on college access and success, estimates of college-going among students from low-income families, and the distribution of state aid dollars by students' income and college preparation levels. This is vital policy research for the Commonwealth of Kentucky, as student financial aid dollars are both increasingly limited by economic conditions and increasingly important to students facing ever-higher college costs. The addition of KHEAA data to the KY SLDS will also expand the data on high school students available for analysis by KDE and others. Because Kentucky's merit-based financial aid program, the Kentucky Educational Excellence Scholarship (KEES), is based on student performance during all four years of high school, KHEAA maintains student-level records of all students at Kentucky's private high schools, which represented 8 percent of all high school seniors in Kentucky in 2007. KHEAA is the only source for this data that could greatly assist in tracking student outcomes as they move between public and private high schools. The Council currently uses this data to calculate college-going rates and other statistics that include private school students; these research endeavors would be greatly facilitated by the inclusion of this data in the KY SLDS.

KHEAA participation in the KY SLDS will allow the agency to more effectively measure the performance of the state's student financial aid programs against the policy objectives for each program thereby providing the General Assembly with better and more accurate information with which to shape the public policy on postsecondary student aid. The KY SLDS would also provide KHEAA analysts the opportunity to better predict the financial requirements of each program and project future needs which might be necessary to achieve program objectives.

Another of the newest partners to be included in the KY SLDS, should this grant be awarded, is the Kentucky Office of Employment and Training (OET) which recently applied for a Labor Market Improvement Grant, focused on career pathways to green industries. The proposed project would connect target populations and careers in energy efficiency and renewable energy industries. In addition to collecting information on current and future job openings, OET will use the Labor Market Improvement Grant (LMIG) to develop a database to provide detailed data on the existing labor supply. One of the key components of this database is information on the education and training levels of the available labor supply. KY SLDS will be able to provide some of the additional information OET hopes to incorporate in its labor supply database. This labor supply data will be matched to existing and future green jobs, as well as all jobs in the Commonwealth. Data from this labor supply (human capital) warehouse and the green jobs survey should increase Kentucky's ability to identify gaps between skills available and skills needed to meet the challenges in the changing economy.

This proposed project will include data from the Office of Unemployment Insurance. The utilization of unemployment insurance data would allow Kentucky to track individuals across time as

to their educational attainment, their employment experience and their wages. The implementation of this program would provide "real world" data on employment and wage outcomes as individuals move through the education system getting their high school degree, certificates, technical or vocational training, 2 year degrees and 4 year degrees as well as advanced education beyond a four year degree.

Another important component of the KY SLDS is the addition of expanded data from Kentucky Adult Education (KYAE) some of which is included under the 2009 IES grant award. KYAE's mission is to raise the educational levels of more than one million Kentucky adults with low literacy skills and to assist the nearly 786,000 adults who do not have a high school credential to earn a GED® diploma.

Each year, KYAE provides instruction to approximately 35,000 adults; produces 9,500 GED graduates; and 2,100 GED graduates go onto postsecondary education of which 87 percent enroll in a Kentucky Community and Technical College (Adult Education Reporting Information Network Database and the Kentucky Postsecondary Education Data System.) In addition, on average 30 percent of KYAE students already have a high school or GED credential (self-reported data collected in the Adult Education Reporting Information Network Database).

The education community needs to know why students dropped out of the K-12 system only to continue their education within the adult education system. It is imperative that adult education data be collected within the KY SLDS in order to inform research and policy decisions not only between K-12 and adult education but also postsecondary and workforce. Adults without a high school or GED credential and who cannot read and write proficiently may not be able to participate fully in society in the future, contributing to problems such as increased crime and decreased economic productivity (August and Shanahan 2006).

Inclusion of adult education data in the KY SLDS will provide research capabilities to better understand the attrition/retention patterns of students who drop out of the K-12 system and enter the adult education system; to better inform adult educators about student's educational background in the K-12 system to better engage students in learning; and, to expand the information that is currently provided to the K-12 system concerning the outcomes of their former students especially recent dropouts age 16-18 that earn a GED diploma through adult education.

Future plans for the KY SLDS include sharing data with the Office of Vocational Rehabilitation (OVR). With access to information from the Kentucky Education system, OVR could target students with disabilities who are transitioning into the workforce and educate them on the availability of its services. OVR would be able to identify areas of the state where there may be a need for transition services. The education system may subsequently benefit by seeing how students with disabilities become employed after they exit the school systems. OVR may also be able to assist school systems, including career and technical education entities, in identifying specific areas of need with regard to training students with disabilities by providing them with information about training or education needs noted during their vocational rehabilitation program. According to the 2008 Report of Children and Youth with Disabilities Receiving Special Education and Related Services, Kentucky reported 107,732 students within the k-12 community.

Expanding Access to KY SLDS

The KY SLDS makes available a variety of reports, each of which can be an analytic system on its own, based on data identified at the most granular level possible. This allows for easy analysis at the individual student level, groups of students aggregated by demographic elements, or groups of students aggregated by school and district, for example. The data warehouse is securely accessible by a variety of stakeholders including teachers, school administrators, state officials, and legislators. However, until statewide training on data quality and the use of the system can be rolled out it remains largely unused, especially at the local level. This is being addressed on one level by the KDE Office of Education Technology which recently presented an on-line training session for district assessment coordinators and district technology coordinators. A process is also being developed to allow access to KY SLDS and provide training on the use of the system for the General Assembly and its research arm, the Legislative Research Committee prior to the 2010 legislative session.

Another way in which KDE is expanding the use of the KY SLDS is through data steward training at the agency level. KDE, under the direction of the DPC, began its first phase of Master Data Management (MDM) by establishing data governance and rolling out its first round of data stewardship training. MDM at a basic level seeks to identify the critical data which are required by KDE while making those data more reliable and available to all staff through improved tools and processes. The data steward training now needs to be scaled up to a statewide delivery model to change the data culture in the local districts and ensure that data quality and validity is addressed at the source. The statewide district level training will include instruction about data quality, longitudinal data systems, accessing and using the KY SLDS, and how to effectively make use of the information gleaned from KY SLDS to improve student learning at the classroom and school level. Grant funds are being sought to develop and deliver this training module for all 174 school districts.

Identity Management (IDM)

Kentucky needs longitudinal data tracking of our elementary and secondary schools academic and skill level performance in preparing our children for the education and skills needed for higher education and the workforce of tomorrow. It is necessary to determine which elementary and secondary schools are succeeding at a high level and which schools are not being successful. The goal is not only to create a tracking system that follows students through continued education or a job, but one which can look at the economic outcomes as to pay, and continue to track their performance as to education, skill levels, employment and economic outcome over time. This system must be accessible and easy to use by educators at all levels.

For all of this to come together in the most efficient, effective and secure manner, the KY SLDS needs to institute an identify management system. KDE's Office of Education Technology has explored identity management as it relates to the data collected and used by KDE This groundwork provides a base from which to design and implement an identity management system for the KY

SLDS enterprise. The expansion into the employment and financial aid sectors is contingent upon the development of Identity Management.

Funds are being requested in this grant to establish an IDM system for the KY SLDS that will be scalable. An IDM system is necessary to appropriately and automatically match people with meaningful and timely resources within an electronic environment where the identities of both the people and the electronic resources must be unique, and include appropriate descriptions of their roles that are consistent across the state. Authorization is particularly important in education environments given the strict protections afforded to student information in the Family Education Rights and Privacy Act, and other Federal, state and local statutes and regulations. Effective authorization must be designed to prevent unauthorized access of personally identifiable student data. By establishing an IDM system tailored to the specific needs of Kentucky, a comprehensive information environment can be created to provide the entire state unprecedented access to education resources, collaboration capabilities, data-driven decision tools and other functionality to create a connected learning community.

In addition, IDM will likely be the only way to allow educators and administrators to have any method of viewing even large groups of student numbers. It is far too cumbersome to manually add and delete users or change their permissions by hand from a centralized, state level. KDE has established common information systems for school districts throughout the state for managing student, human resource and user account information. This statewide commonality of core systems provide school districts and KDE great opportunities for efficiencies and levels of service that do not exist in most states where such consensus among state and local education agencies has not been achieved.

One challenge that the Collaborative faces, however, is that the common systems are administered autonomously to some degree in school districts resulting in differences and redundancies in how people are identified. As the Collaborative moves forward with further expansion of the KY SLDS, the differences in information captures about people by the various systems become more visible and problematic. In order to appropriately target information and resources to people who use information systems, their identities must be unique, and include appropriate descriptions of their roles that are consistent across the state. Correct implementation of IDM uses role information to authorize access only to the data, information and resources that are needed for that role.

The KY SLDS must be seen as a vital tool for educators across the state to use to inform decision-making, improve classroom practice, increase student learning, increase enrollment in institutions of higher education, etc. Our task is to educate our teachers and administrators about data-driven decision making. Teacher preparation programs must come to understand that data-driven decision making is much more than an assessment course or introductory statistics, but rather is comprised of a composite of skills and knowledge that typically would be accumulated through a variety of courses. These might include assessment, statistics, instructional psychology, pedagogy, differential psychology, and classroom management, among others. But none of these courses deal specifically with how educators transform data into actionable knowledge, whether in a classroom or in a school or central office. Thus, data-driven decision making often falls through the cracks and educators are ill-prepared in data literacy skills. To date, there are few pre-service courses on data-driven decision making that help prepare our future educators. The cohort of current educators may or may not

have received in-service training, but generally it is comprised of a one-time event, rather than ongoing professional development so that they can integrate data skills and knowledge into every day practice. By providing school and classroom-level educators access to a robust data support system (i.e., KY SLDS) and on-the-job training in how to use the system to improve instructional practice, Kentucky can make giant leaps in student achievement and improving low-performing schools. It is vitally important that teacher preparation courses include a measurement and evaluation component, which KDE and CPE can jointly develop with the colleges and universities within the Commonwealth.

Reengineering Collection Processes and Storage

At the time that the participating agencies began data collection, a statewide longitudinal data system was just over the horizon. The methods of collection, storage and reporting on the data were adequate to address the individual needs of each agency for tracking and reporting. With the creation of the KY SLDS the landscape has changed dramatically. Before the KY SLDS can import teacher preparation and multiple certification pathway data some of the agency source systems must be reengineered and further aligned.

In 2003, the EPSB was awarded an $11 million Teacher Quality Enhancement Grant (TQEG). A major component of this grant involved evaluating and revising the new teacher induction process, Kentucky Teacher Intern Program (KTIP). In addition, the grant supported a state-wide initiative to align educator preparation curricula to Kentucky's K-12 core content and program of studies. As a part of the grant, the EPSB brought together members of the educator preparation community from across the state to discuss technology issues and solutions in order to improve the quality of educator preparation programs. This collaborative group is known as the Kentucky Information Technology in Educator Preparation (KITEP) group. One of the most successful KITEP initiatives was the development and implementation of a bi-directional data sharing project between the EPSB and three university partners. Since 2006, the initiatives funded by this grant have continued to be supported and sustained. In 2008, the changes to KTIP initiated by the TQEG were implemented state-wide. The data collection systems developed and implemented through the grant are still in place and supported by EPSB's technology budget and will become part of the KY SLDS. But other data needs must be addressed to improve the means by which the data are extracted and loaded into the shared repository. EPSB does not have the capacity to effect these changes without the support of funding from this grant.

As evidenced by the development of new applications, the EPSB continues to show its commitment to sustaining ongoing technology initiatives. In fact, the development and sustainment of the EPSB IT infrastructure comprises 21% of the agency's general fund budget. In addition, the agency continues to support and sustain state-wide projects in order to improve the quality of Kentucky's P-12 educators.

For several years, the EPSB has discussed the level of accountability for educator preparation programs to assist P-12 educators in helping their students reach proficiency by year 2014. In September 2005, the EPSB appointed the Master's Redesign Committee to develop recommendations resulting in the redesign and approval of advanced rank change programs that integrate job-embedded content through collaboration with P-12 school districts and arts and

science faculty. All facets of the Master's Redesign have been completed and the first redesigned program was presented to the EPSB for review in August 2008. . In order to monitor and measure the successes of these programs, data analysis and research projects will need to be implemented and a repository of data to facilitate this process will need to be in place. Funding is requested to develop methods to collect this data within the EPSB feeder system.

A portion of the funds requested in the application will be used to expand and improve the EPSB current central data collection process and expand the necessary reporting for the program areas through the KY SLDS. The current certification process is paper driven with minimal data elements being captured during the certification process. Key data elements reside on the paper application ; however, they are not keyed into a database where they can be retrieved for reporting purposes. Expanding the system to collect this information in a database will improve the level of information available to describe the linkage between teacher preparation, certification and the student. Under this grant, EPSB's process would be enhanced so that data elements are captured and stored in databases and supplied to the KY SLDS. This data is a critical component of the KY SLDS as the state also moves toward a new teacher evaluation system.

The teacher certification system currently collects demographic data on teachers, teacher assessments, teacher education and other teacher data which will be shared within the KY SLDS. However, EPSB is unable to track individuals used as emergency substitutes, non-certified persons used as substitutes, and how many days they serve in a classroom. The issue of substitute teachers, their credentials, and number of days served in a classroom when tracked over time can inform policy-makers about establishing rigorous criteria for certification as a substitute to insure that students always have a highly effective teacher providing instruction. In addition, as Kentucky reviews alternative teacher certification processes that are not university-based (e.g. Teach for America) an entirely new set of data will need to be collected and stored in the shared repository. Issues of data collection and storage across the enterprise to address these deficiencies will be addressed through data governance.

The Council on Postsecondary Education needs to further align its internal databases and develop an application that gathers and delivers data to the KY SLDS that is timely and of the highest quality. The Council needs to make improvements to its Kentucky Postsecondary Education Data System (included in the KY SLDS in the currently-funded effort), pull together other internal data sources and create a single data exchange system that will make CPE data collection and reporting more efficient, seamless, accurate and interoperable.

Currently, CPE collects data from public and private postsecondary institutions in multiple ways. In addition to KPEDS and Adult Education Reporting Information System (AERIN), described above, CPE collects data through the Kentucky Postsecondary Program Proposal System, a financial data system, a campus crime reporting system , an Academic Program Inventory, Licensure data on private and out-of-state institutions operating in Kentucky, students pursing degrees out-of-state through the SREB's Academic Common Market, and the Virtual Campus Navigator which supports on-line courses and professional development. These data are formatted in separate applications, emails, SQL and Access databases and spreadsheets, creating time-consuming manual work for staff to manage, consolidate and match data as needed for reporting and analysis. These hand processes also slow access to data and impair the quality of the data.

The current process for collecting Federal program data within KDE is manual, paper forms entered into Excel spreadsheets at the state level. KDE would like to capture federal data in our new student information system whereby it could be easily extracted and loaded to the KY SLDS; however, no funds are available to make changes to the student information system. In late November, the State Budget officer directed all state government agencies to prepare a 6% budget reduction plan making it likely that KDE will face some level of budget reduction in its operating funds. Moving federal data into our KY SLDS will ensure all student populations are considered when stakeholders make decisions based on the KY SLDS data.

KDE currently houses its school facilities data in Excel sheets with manual paper forms completed by districts. It is estimated that over $9 million in facility plans and construction projects are maintained with no data controls resulting in poor data quality. Should this grant be awarded, KDE will use funds to build an operational system to collect facilities maintenance and project information which could easily be extracted and loaded into the KY SLDS. Due to such criticality of facilities data, the KY SLDS is pulling Excel sheets into its database tables; however, validity and accuracy of data are lacking due to no automated collection system.

P-12 transportation data is yet another critical component needed for the KY SLDS. What percentage of students is transported at public expense and how much does Kentucky spend on transportation on a per pupil basis? What impact does it have on student learning when a child boards a school bus at 6:00 a.m. and is returned home at 5:30 p.m.? How safe are our buses and our students? What are the student reports of bullying on our school buses and how does that affect student learning? It is almost impossible for KDE to answer these questions with its current manual data collections for transportation data.

The ability to manage statewide transportation data effectively has a direct impact on funding allocation to schools for bus procurement and depreciation as well as the safety of students. Bus transportation data is included in calculations for Support Education Excellence in Kentucky (SEEK) funding to school districts. SEEK calculations are based on manual paper collections from school districts. Should this grant be awarded, KDE will use funds for a data collection system and perform ETLs on the data directly transferring data into the KY SLDS.

Need for Expanded Research and Utility

The Collaborative recognizes the need for a more comprehensive approach to incorporating research and analysis into its decision-making process. This approach includes increasing the substantive capacity within the department to do analysis of short-turnaround issues, developing formal relationships with external organizations for longer-term studies and program evaluation, and making strategic applications for external grants to supplement state appropriated funds. Funding is requested to support these research and program evaluation needs.

Greater analytic capacity can make all agencies better consumers of analysis and help ensure that new initiatives are designed and implemented in a way that allows for a rigorous evaluation of their efficacy. Having staff well versed in analysis will also help when articulating the analytic rationale for

policy decisions outside of the department. The Commissioner of KDE will establish an office for research and analysis in 2010.

There is also a strong need for additional funding to develop the capabilities of the KY SLDS to facilitate the policy and applied research of student success at the postsecondary level. The remainder of this section details and explains the need for expanded postsecondary data to be included in the KY SLDS.

CPE's policy and applied research agenda includes many one-time, ad hoc data merges with other agencies for projects such as the High School Feedback Report, studies of student employment and migration after graduation or after drop-out, the dual enrollment of high school students, student financial aid studies, and of course college readiness. Funding is requested here to free these projects from the limitations of ad hoc merging and analysis by building them into the KY SLDS and expanding their scope and utility. When CPE staff present findings based on these ad hoc projects, there are always excellent questions raised by legislators, board members and agency leadership that cannot be answered using just the data merged for the given research project. Incorporating these research functions into the KY SLDS will enable the flexible, real-time analysis needed to meet policy-makers' needs and leverage the data sharing and analytical opportunities made possible by the generosity of the federal SLDS program..

II - PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

The proposed expansion of the KY SLDS will enable the enhancement and refinement of the current statewide longitudinal data system which seeks to provide a seamless data structure across the P-20 and workforce environments. As presented in the introduction, there are four main objectives contained in this plan:

- Refine administration (i.e. governance, data audit, data collection)
- Expand and enhance data system capabilities
- Add new data
- Enable broader access (i.e. identity management)

Administration Refinement

This objective includes a review of governance structure, one-time data audit and the establishment of a state data audit system, the Collaborative will contract with an outside expert to evaluate the current governance structure, research proven models of governance in other states, and make recommendations on how Kentucky can establish an effective and flexible governance structure for its longitudinal data system. This review will result in the establishment of an operating discipline to manage data and information as a key enterprise asset. A data audit will be performed and will be used as the baseline for the subsequent development of a state data audit system. These actions will ensure effective data governance and data quality as well as provide new capabilities for saving and better utilizing limited resources. The resulting state data audit system will ensure that the public has confidence in the quality of the information coming out of the state's public education system. With a robust data audit system in place, policymakers and educators will know: whether or not the disaggregated student information used to rate schools for Adequate Yearly Progress (AYP) is valid; the districts that do the best job of reporting valid and reliable dropout data; whether or not districts

are reporting their numbers of untested students and reasons for not testing the students; the amount and type of data quality problems identified by districts and how those problems are being addressed.

Expanding Existing Sources

This segment of the proposed project includes the expansion, updating and re-engineering of the Collaborative's data collection processes. The collection capabilities of the current Collaborative partners must be enhanced in order to subsequently integrate additional data related to teacher certification, internships, emergency substitutes, facilities, student transcript data, and other data currently not easily transferrable into the KY SLDS. In some instances this will require re-engineering of the individual partner data collection processes. Critical to the success of this aspect of the project (and for the inclusion of new data) will be the data audit and the creation of a user accessible metadata repository for KDE, EPSB, CPE, KHEAA and the Education and Workforce Cabinet. This will provide for better tracking capabilities and analysis of the P-20 education system.

Adding New Data

New data from KDE, EPSB, CPE, KHEAA, the Office of Employment and Training (includes unemployment insurance) and the Office of Vocational Rehabilitation will be profiled and brought into the KY SLDS warehouse as part of this project. This will provide enhanced capabilities to extract and use data from sources outside the education system to insure that student learning is aligned with the needs of postsecondary education and success in the workplace.

Enabling Broader Access

This segment of the project involves two main objectives: establishing an identity management solution (IDM) and developing a communications and training plan that provides a consistent message and method of delivering training across the partner agencies. Completing these two objectives will ensure that role-based authorization protocols are consistent across the KY SLDS and that training and information provided to enable expanded use of the system will be comprehensive and standardized. Identity management implementation will result in the establishment of a comprehensive information environment which will provide the entire state unprecedented access to education resources, collaboration capabilities, data-driven decision tools and other functionality to create a connected learning community.

II-a Project Design

The project proposed is made up of three bodies of work that involve nine work streams required to meet the four key goals of the grant listed above:

Bodies of Work (See Chart # 1 in appendix)

1. Overall Planning, Governance, Data, and Reports
2. Data Audit and Technical Training
3. Identity Management

The project is designed in such a way to ensure efficiency and cost-effectiveness. We plan to organize scope, schedule and budget for the bodies of work and nine work streams with one project team assigned to each body of work for a total of three project teams.

More detailed planning will take place upon grant award to finalize the "depth" or extent of the project's scope in relation to the bodies of work, nine work streams and the three project teams. For example, Kentucky's assumption is that the implementation of identity management will remain within the scope of the project in order to ensure that the KY SLDS is accessible and easy to use by educators at all levels.

Body of Work (1.1) - Overall Planning, Governance, Data, & Reports
This body of work will be comprised of the following five work streams:

1.1.1 Conduct Advance Planning and Focus Group Requirements –
Upon grant award, the project will begin a nine month planning phase. The following comprise the major activities of the planning and business requirements definition phase:

- Conduct a gap analysis between the grant award and previous estimates. The analysis will evaluate monetary, personnel, time, hardware, and software assumptions and will serve as one of the inputs into the KY SLDS master project plan. During this period, areas examined will include scope, risks, issues, resources, time, revised stakeholder needs, personnel, governance and future sustainability requirements.
- Revise the KY SLDS Project Plan– This comprehensive project plan will serve as a "blue print," or "road map," for the entire project and will be conducted by the lead project manager who is working on the current KY SLDS IES grant-Specific inputs and outputs will be defined for each work stream.
    - Integration Management
    - Scope Management
    - Time Management
    - Cost Management
    - Project Quality Management
    - Human Resource Management
    - Communications Management
    - Risk Management
    - Project Procurement Management
- Develop Comprehensive Transition to Service Plan – This plan will detail the supportability expectations and requirements for transitioning all areas with the scope of the project to an on-going operational state and will be used to develop the Collaborative's joint budget request during the 2012 legislative budget session. (Kentucky is on a biennial budget cycle)
- Release RFPs – Request for Proposals will be released for professional services for the data audit, professional services for training development, and professional services for data governance analysis and recommendations.
- Focus Group Requirements – Contract with external vendor to develop, conduct and report on a series of regional focus groups structured to collect needs assessment data from current and future users of the KY SLDS.

1.1.2 Review KY SLDS Governance
The Collaborative will contract with an outside expert to analyze and evaluate the current governance structure, research proven models of governance in other states, and make recommendations on how Kentucky can establish an effective and flexible governance structure for its longitudinal data system. The re-engineering of existing KY SLDS feeder systems (1.1.3), will occur at the same time as this work stream.

1.1.3 Re-engineer and Update Existing KY SLDS Feeder Systems
During this phase, current systems must be modified and updated.

1.1.4 Add New Data, Reports, and Analytic Functions to KY SLDS
The data from the systems modified during the re-engineering work stream will be brought into the KY SLDS and related reports and analytic functions will be developed. This work steam will follow the re-engineering of existing KY SLDS feeder systems.

1.1.5 Expand and Improve User Accessible Metadata Repository
The KY SLDS's metadata capabilities will be improved to enhance the ability for Kentucky to continue and improve its master data management capabilities and provide users with a readily available system for accessing and understanding all the data that comprises the KY SLDS. This work stream will run concurrent with the addition of new data and reports work stream.

Body of Work (1.2) - Data Audit and Technical Training

This body of work will be comprised of the following three work streams. This body of work will ensue after completion of the initial planning phase of the project.

1.2.1 Perform One Audit of the KY SLDS's Data and Processes
As the KY SLDS expands, ensuring the quality and integrity of the data contained in the system becomes more complex. The Collaborative plans to contract with an independent entity to perform an audit of the technology and data processes. The details from this data audit will influence the KY SLDS's future data audit system.

1.2.2 Establish State Data Audit System
Subsequent to the one time audit, a comprehensive data audit system for the KY SLDS will be designed and implemented which will continuously assess data quality, validity, and reliability.

1.2.3 Develop and Implement Comprehensive KY SLDS Technical Training
Concurrent with the state data audit system work, one of the three project teams will oversee the development and implementation of comprehensive KY SLDS technical training by an external third-party vendor.

Body of Work (1.3) - Identity Management

Establish an identity management system tailored to the specific needs of Kentucky, in order to provide unprecedented access to education resources, collaboration capabilities, data-driven decision tools and other functionality. This body of work will ensue after completion of the initial planning phase of the project and will have a dedicated project team.

III - TIMELINE for PROJECT OUTCOMES (see Chart #2 in appendix)

Year 1

Upon grant award, the project will immediately commence an approximate 9 month planning phase. None of the other project sub-projects or phases will occur at the same time as this phase in order to provide the project team the ability to effectively conduct a gap analysis between the grant award and previous estimates. The planning phase also will include an evaluation of monetary, personnel, time, hardware, and software assumptions and will serve as one of the inputs into the KY SLDS master project plan. During this time the KY SLDS project plan will be revised and will serve as a "blue print," or "road map," for the entire project.

Also during this planning phase, a comprehensive transition to service plan will be developed that will detail the supportability expectations and requirements for transitioning all areas with the scope of the project to an on-going operational state and will be used to develop the Collaborative's joint budget request during the 2012 legislative budget session.

Additionally, the Collaborative will contract with external vendor to develop, conduct and report on a series of regional focus groups structured to collect needs assessment data from current and future users of the KY SLDS during the planning phase.

Request for Proposals will be released for professional services for the data audit, professional services for training development, and professional services for data governance analysis and recommendations early in the planning phase.

During the third quarter of Year 1, the effort to update existing systems in order to facilitate the later provision of new data into the KY SLDS will begin.

During the fourth quarter of year 1, it is anticipated that the planning activities will have coalesced to the point that the review of the KY SLDS governance, the onetime audit of the KY SLDS's data and processes and the identity management initiatives may commence.

Year 2

At the beginning of year 2, the KY SLDS governance analysis initiative, which will evaluate the current governance structure, research proven models of governance in other states, and make recommendations on how Kentucky can establish an effective and flexible governance structure for its longitudinal data system, will be nearing completion.

Also at this time, the onetime audit of the KY SLDS's technology and data processes will be approximately half way completed. The identity management effort will be well on its way at this time.

During the second quarter of year 2, the work to establish a comprehensive data audit system, and the work to develop and implement comprehensive KY SLDS technical training will begin.

At about the fourth quarter of year 2, the re-engineering and updating of existing KY SLDS feeder systems will be wrapping up. The work to establish the state data audit system and the development

of the comprehensive KY SLDS technical training will be well underway at this time. At this time the initiative to add new data and reports to the KY SLDS will begin. Also at this time the work to expand and improve the user accessible metadata repository will begin.

Year 3
The third year of the grant will see the continuation and eventual completion of adding new data and reports to the KY SLDS, expanding and improving the user accessible metadata repository, establishing the state data audit system, implementing comprehensive KY SLDS technical training, and implementing identity management.

IV - PROJECT MANAGEMENT and GOVERNANCE PLAN

Project Management Methodology
The complexities and communication needs of this cross-agency project will require effective utilization of best project management practices and approaches. Processes for risk management, communications, costs management, human resources, time management and scope management will be included in the project. An inventory of project planning documents will be developed and agreed to by the agencies. Additionally, specific roles and responsibilities, and a clearly defined and agreed upon governance structure will be required for success and will be developed as part of the project. Determination of the SEA entities that will have authority for the project will be addressed through the Collaborative.

Kentucky's P-20 de-identification model allows agencies to put a subset of their data into a shared, independent location. A third party will connect the records to create a seamless data network using information about individuals collected at many different parts of the educational spectrum in order to facilitate system-wide longitudinal research. Once the data are assembled, the identifiers will be removed and the data itself will be redacted where necessary to ensure that individuals could not be easily identified, including imposing some standards in terms of reporting data with small cell sizes. The establishment of an identity management solution will address authentication and authorization for all stakeholders provided access to the system.

Governance
In August of 2009, KDE, CPE and EPSB entered into a Memorandum of Agreement to form the Collaborative to oversee the project of merging P-20 data and make it available for reporting, analysis and research. A governing board was established consisting of the chief executive officers of the agencies: Dr. Terry Holliday (KDE), Dr. Philip Rogers (EPSB) and Mr. Robert King (CPE). Each of the three partners has assigned a Product Manager to work on the implementation of the current grant expansion.

The individual agencies continue to control their own systems, data, and resources. The board has final authority in decisions regarding operation of the project, expenditures, contracts, and access. The board is to establish clear agency-wide and cross-agency responsibilities and guidelines for handling data issues in an effective way to manage the quality of information. Roles and responsibilities within each agency are still in the process of being clearly defined as part of the data governance. The board recognizes that it is essential to create and communicate policies and

processes that define how the data are collected, reported and used to establish consistency across the system.

While the current governance structure (the MOA) is adequate to meet the needs of the KY SLDS expansion project, it is not a comprehensive and effective operating discipline for managing data and information as a key enterprise asset. The governance structure is no longer a broad enough organization to meet the requirements for governance which must be met to insure success of the magnitude and scope envisioned by Kentucky for the KY SLDS. The current MOA, which expires in 2012, is contemplated to be renewed or revised depending upon the recommendations made as a result of the governance review.

The data governance issue is not unique to Kentucky or to education data systems. Data is an important "currency" of the P-20 longitudinal data system and as such must be treated as a highly valuable enterprise asset. To this end Kentucky recognizes the importance of devising a governance structure that addresses organization, processes and tools for establishing and exercising decision rights regarding valuation and management of data. Key aspects of the governance structure that Kentucky wants to create include decision making authority, compliance monitoring, policies and standards, data inventories, full lifecycle management, content management, records management, preservation, data quality, data classification, data security and access, data risk management, and data valuation. In order to accomplish this, we are proposing to conduct a thorough review, using outside experts, of the KY SLDS with the charge to recommend a governance model that will be effective and adaptable and will address the decision-making needs of the future. The vendor will also research proven governance models in other states with well-developed longitudinal data systems and incorporate those best practices in the Kentucky model. Different agencies needs and responsibilities will change over time and their roles in this project and ongoing system will change over time – a flexible, effective governance structure must be identified and implemented.

Institutional Support

The 2011-2012 biennial budget submitted by KDE to the governor includes $2.2 million annually to: provide the ability to reload data and change loading programs in response to data structure changes; provide physical housing of servers; support existing personnel; support updates to operating systems, virus protection, monitoring and backups; provide support for users; provide the ability for users to display reports and to select different combinations of data selection criteria; provide the ability for developers to develop new reports and provide the data warehouse's underlying database structure, arrangement, linking and indexing of data. The inclusion of these funds represents a major commitment on the part of the state government because heretofore, no funds had been allotted to sustain and maintain the SLDS. This commitment is evidence of the recognition that the use of data to inform educational practice throughout Kentucky is an essential component for the future of education.

The Collaborative agencies have developed their own robust information systems and staff to provide data to meet their own individual needs. As the need to share data has increased, they have already absorbed some of these responsibilities and have dedicated staff time and technical resources in attempts to provide cross-agency data where needed. These efforts are both time and resource intensive. Examples include the Kentucky High

School Feedback Report, follow-up data for college-going rates for high school students, and workforce transition data for high school graduates, GED, postsecondary completers and educator preparation and certification data. This project will add data from additional state agencies whose staff time and resources will be redirected to this work. By providing more information in a systematic, usable format, these agency resources will be dedicated to using the KY SLDS so existing agency analytical resources including staff, licenses, and information systems will be leveraged and these existing investments can be directed toward using the KY SLDS system more effectively.

Overall, Kentucky has shown a strong commitment to data collection and continues to support and advocate for data driven decision making. The state has consistently worked to improve efficiency and quality of its educational technology infrastructure and has invested an additional $54 million to improve security, the network and network access over the past two years. In 2006, $50 million in bond funds were appropriated by the General Assembly for an education technology pool with the intent to provide modern instructional devices, stationary or mobile for public K-12 schools. In 2009, $2 million was invested to update Active Directory for all 174 districts. Kentucky is the only state in which Microsoft Active Directory is used across the entire K-12 education system and provides the means to manage the identities and relationships that make up network environments. This upgrade positions the agency to begin designing and implementing the identity management system proposed in this application.

Another initiative that the EPSB implemented on the basis of data collection and analysis was the KEPP report card. Since 2001, the EPSB has published the Kentucky Educator Preparation Programs (KEPP) report card. The KEPP report card was generated in order to address the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements. Until recently, the KEPP report card system had been successful in focusing program resources on goals established by EPSB and other regulatory bodies, but the measures were due for revision. In May 2007, the EPSB appointed the Educator Preparation Program Quality measurement Committee (EPPQMC) to examine the existing program quality measures used by the EPSB and to recommend improved measures where needed. In June of 2007, this committee recommended that the current accountability measurement requirements be waived until more comprehensive and effective measures could be developed. The recommendation was accepted by the EPSB, and the measurement requirements were waived. The EPPQM committee submitted a final recommendation to the EPSB for consideration in January 2008. Several of the educator preparation quality measures proposed in this recommendation will require that P-12 educator information (e.g., preparation, certification, (e.g., preparation, certification, professional development, and additional education) be directly associated with student level achievement data and school level personnel data. The P-20 data warehouse project will enable these measures to be implemented in a timely and cost-effective manner. In addition, the data sharing initiative begun by this project will facilitate many of the new Title II data reporting requirements implemented by the 2008 HEA reauthorization.

KDE currently uses Kentucky's Commonwealth Office of Technology (COT) to manage the K-12 portion of the KY SLDS infrastructure. The Memorandum of Agreement covers tape backups and recovery, hardware maintenance and support, operating system patches and updates, and other

hardware maintenance and support. The COT data center supports redundant wide area connections, redundant power, security firewalls, security alerts, and 24/7/365 monitoring service. Disaster recovery and business continuity are also part of this support. The Collaborative anticipates using a similar agreement to support the expanded KY SLDS.

V - STAFFING

SEA Project Director
Dr. Larry Stinson will serve as the Project Director for this project. Dr. Stinson currently serves as the Deputy Commissioner for the Bureau of Learning and Results Services. As Deputy, he provides direction for five offices, which address issues of teaching and learning, assessment and accountability, leadership and school improvement, special instructional services, federal programs and financial and operational support for schools and districts. Dr. Stinson has also been designated as the Kentucky Department of Education (KDE) lead on implementation of the American Recovery and Reinvestment Act (ARRA). As such, he serves on the Governor's ARRA Kentucky-At-Work Team and is responsible for supervision of KDE's efforts over all areas of ARRA, including among other responsibilities, dissemination of State Fiscal Stabilization Funds and oversight of the development of the state's application for a portion of the $435 billion competitive Race to the Top funds. Approximately 5% of his time will be devoted to the KY SLDS which is intertwined with the overall ARRA effort.

Executive Director of the Collaborative
K. Ann Riggs serves as the Executive Director of the P-20 Data Collaborative. She oversees the implementation of the current expansion of the KY SLDS referred to in this grant and is the official liaison between the participating agencies involved in the effort. She is housed within the Education and Workforce Cabinet. Funds are being requested to support her full time position for the new project work which will be initiated as part of this grant if funded.

Ann most recently served as the Chief Information Officer and Director of the Division for Technology Services at the Education and Workforce Development Cabinet. Ann has 30 years experience in the technology field. She owned and operated Riggs Consulting Group, Inc., a successful technology consulting business, for 14 years prior to coming to the Education Cabinet. Ann joined the Cabinet in 2004. She has extensive experience with education data and the foresight and vision to oversee the monumental task of compiling data from pre-kindergarten through postsecondary education to evaluate educational programs in the state. Her foresight and vision have been central in the successful implementation of the Kentucky Education Network (KEN). She directs project team members on matters pertaining to the project, coordinates the collaboration of the project team members and manages changes to the project's approved scope, schedule and budget and 100% of her time is assigned to the KY SLDS project.

KDE KY SLDS Staff

Three full-time staff are assigned to the KDE and will continue to be supported by KDE general operating funds. Robert Hackworth currently serves as the technical advisor for KY SLDS project and spends 100% of his time on KY SLDS. He is a Project Manager and specialist with the Kentucky Department of Education. He has worked with the KDE for over 15 years and has played

an integral role managing or advising projects which have gone on to become national models for student empowerment and achievement, such as the Kentucky Virtual High School, the first statewide online high school; the Individual Learning Plan, an online tool that allows students beginning in their 6th grade to track their own progress towards explicit goals in secondary, postsecondary and the workforce; and an online version of the Kentucky Core Content Test that specifically engages Exceptional Children. Robert is expected to lead the team from KDE in the selection of vendors and personnel selected for this project.

Stephen B. Roark, Principal Project Management Consultant, has over 23 years of technology, large-scale enterprise project management and project office directorship experience across multiple industries including domestic and international business process outsourcing, education, government, healthcare, energy, insurance and cable television IT services. As Project Manager for the KY SLDS program 100% of his time is spent on the planning and implementation of the KY SLDS and related P20 shared repository. His most recent accomplishments include managing the statewide implementation of the original KY SLDS ("KIDS") project, which included implementing the foundation components of the KY SLDS resulting in over a dozen reports and sophisticated analytic functions using data from over 200 sources including assessment, student information, financial, and school directory domains. At the same time, Mr. Roark has provided project management and planning services for KDE's "Master Data Management" project – A long term business process change initiative focusing on improved data quality and related data management practices for KDE. Later stages of this long term initiative will focus on rolling out these practices through the state's 174 districts.

Mary Lowe has served as the only dedicated Business Analyst at the Kentucky Department of Education since April 2006. Mary brings nearly 30 years of experience in a variety of industries including government, not-for-profit, service organizations and manufacturing. Her background is in management and software consulting and has experience consulting in the areas of human resources, strategic planning, data analysis, IT strategy and marketing. At KDE she is focused on facilitating communication between the KDE staff, District staff and the SLDS implementation team. This communication involves gathering reporting requirements, documenting source system data definitions, documenting current business processes and identifying potential process improvements, validating that the reports and analytics meet user needs and identifying new reports and enhancements. The role of business analyst has become a nexus of information and has been critical in the effort to share knowledge and experience across offices and to begin to breakdown organizational silos. Mary has participated in development and delivery of the data steward training and is actively involved in data quality issue identification and resolution. She spends 100% of her time on the KY SLDS.

The Collaborative partner agencies have also designated staff to serve as product managers for the current KY SLDS expansion. Approximately 25% of staff time is devoted to this project. Existing staff at KHEAA and Office of Employment and Training will assume product manager duties should this grant be funded. Kentucky plans to create 34 full time jobs directly related to the implementation of the proposed project. These individuals will be hired beginning in year one as detailed in the budget narrative. It is anticipated that 10% of these positions will become permanent and will begin to be supported by state funds in year three. Per the required reporting

requirements of ARRA funding, these positions will be reported on at the end of each calendar quarter.

Joseph D. McCowan, currently serving as the Staff Assistant for the Office of Teaching and Learning at KDE, has been designated as Product Manager for KDE. Joe has 13 years experience in the education field, seven of those years were spent as an elementary school teacher prior to his joining the KDE staff as a mathematics consultant.

The Product Manager for EPSB is Scott Smith, Information Technology Manager in the Executive Office of the Education Professional Standards Board (EPSB). Mr. Smith has worked with the EPSB for over twelve years and is currently responsible for overseeing the application development, database management, and data reporting needs for the agency. Under Mr. Smith's direction the Information System Branch has successfully developed and implemented many of the key systems used by the EPSB.

Heidi Hiemstra, Ph.D. is Director of Information and Research at the Kentucky Council on Postsecondary Education, where she is responsible for the commonwealth's postsecondary data collections, policy research and reporting efforts. Heidi serves as the Product Manager for the KY SLDS project. Implementation and expansion of the Council's new data quality policies are central to her efforts, as is the completion of the Council's own LDS system, KPEDS. Prior to entering this position in April 2009, she was Senior Associate for Research and Analysis and then Research Coordinator at the Council, conducting policy studies of student financial aid, developmental education, the dual enrollment of high school students, and many other projects.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **Attachment A optional** Pages: **6** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Appexdix A - Optional\OptionalA-al1l2-2-09.pdf**

Appendix A-1

Special Requirements

In compliance with the accountability and transparency requirements of The Recovery Act, Kentucky, if awarded these funds for the statewide longitudinal data system, will report the following information to the Department of Education 10 days after the end of each calendar quarter:

The total amount of recovery funds received from the Department

The amount of recovery funds received that were obligated and expended to projects or activities. This reporting will also include unobligated allotment balances to facilitate reconciliations

- A detailed list of all projects or activities for which recovery funds were obligated and expended, including:
  - The name of the project or activity;
  - A description of the project or activity;
  - An evaluation of the completion status of the project or activity;
  - An estimate of the number of jobs created and the number of jobs retained by the project or activity; and
  - For infrastructure investments made by State and local governments, the purpose, total cost, and rationale of the agency for funding the infrastructure investment with funds made available under the Recovery Act, and the name of the person to contact at the agency if there are concerns with the infrastructure investment.

Detailed information on any subcontracts or subgrants awarded by the recipient to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (P.L. 109-282), allowing aggregate reporting on awards below $25,000 or to individuals, as prescribed by the Director of OMB.

Kentucky understands it will be required to report at the end of each quarter on the amount of the grant funds obligated and expended; all activities for which those funds were obligated and expended; the completion status of those activities; the estimated number of jobs created or retained by the project and those activities; and detailed information on any contracts awarded with grant funds.

Appendix A-2

Press Release

Governor Beshear launches new education initiative
TEK task force will be catalyst to reinvigorate public support for K-12 education

LEXINGTON, Ky. (Oct. 19, 2009) – In a move to re-energize the support of public schools that nearly 20 years ago sparked Kentucky to implement the nation's most comprehensive school reform, Gov. Steve Beshear today launched his new education initiative, Transforming Education in Kentucky (TEK). The goal is to create a unified vision of what schools in the Commonwealth need to offer in order to better serve students today and tomorrow.

"Our world has changed dramatically since the reforms of 1990," said Gov. Beshear. "We must now turn our focus to the future and again to our schools to ensure that our strategies and programs are designed to meet the challenges of the 21st century."

To that end, Gov. Beshear appointed the TEK Task Force to help develop new strategies while reinvigorating public and business support for K-12 education in the Commonwealth.

The members of the task force include education advocates, teachers, superintendents, legislators, business leaders and others who have been handpicked for their commitment to education and to Kentucky.

The group will examine efforts currently underway in the state, such as the Common Core Standards Initiative, Graduate Kentucky, the Gates Foundation/SREB college and career readiness initiative, the Race to the Top competition and the Governor's Task Force on Early Childhood Development and Education. Against this backdrop of renewed energy and activity, the panel will recommend ways to channel all of these efforts into an integrated and comprehensive system of education in Kentucky.

In addition, the task force will explore career and technical education, expanded use of technology for learning, increased opportunities for students to earn college credit in high school and other issues that affect student success.

The goal is to formulate recommendations by the end of 2010, for consideration during the 2011 legislative session.

In an effort to build awareness of the initiative and to receive input from citizens statewide, Gov. Beshear is visiting 10 cities across the state for a series of press conferences and town hall forums. The Governor and the TEK Task Force will use this input as guidance for the work of Transforming Education in Kentucky.

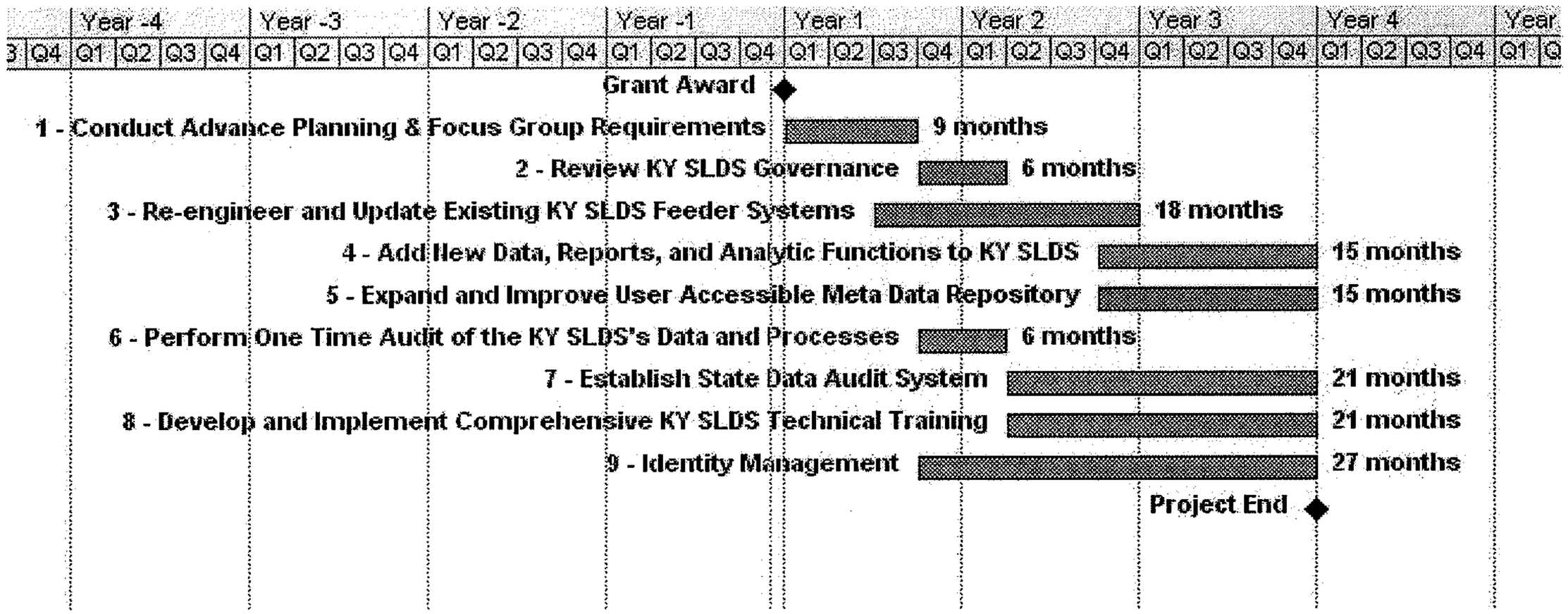
"This effort seeks to build off the progress of the last 20 years in order to lay the foundation for the 20 years ahead," said Gov. Beshear. "Today, I'm calling on our state and our people to recommit ourselves to ensuring the future of our children."

Gov. Beshear and Kentucky Department of Education Commissioner Terry Holliday will serve as co-chairs of the task force.

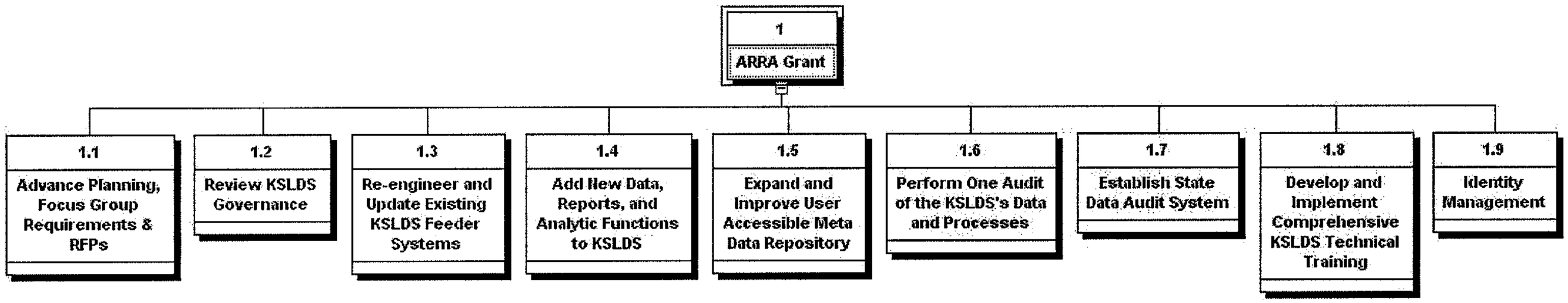
Other members of the task force include:
* Sen. Ken Winters, R – 1st District

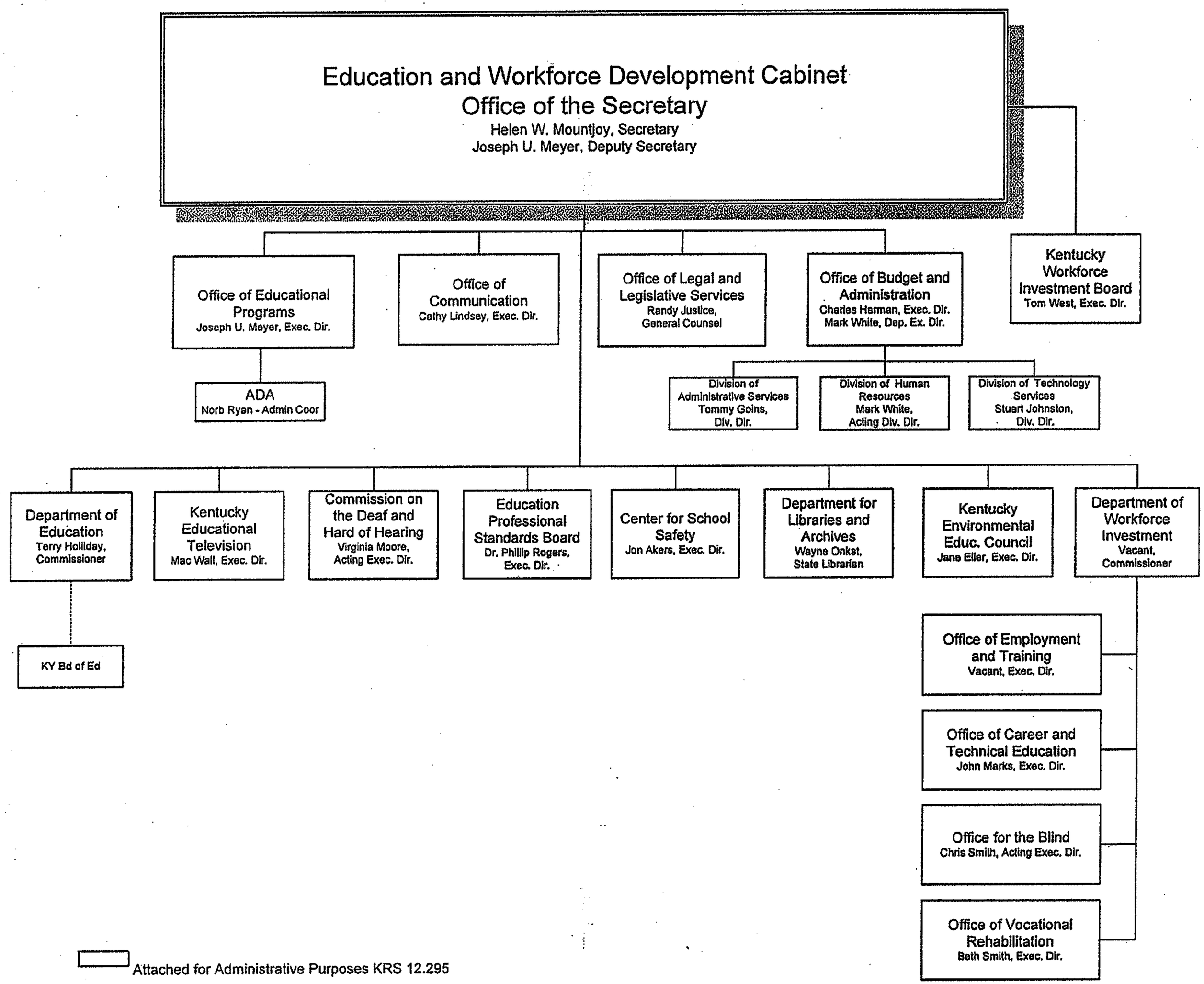
* Sen. Jack Westwood, R-23rd District
* Sen. Tim Shaughnessy, D-19th District
* Rep. Leslie Combs, D-94th District;
* Rep. Jeffrey Hoover, R-83rd District;
* Rep. Carl Rollins, D-56th District;
* Helen Mountjoy, secretary, Education and Workforce Development Cabinet
* David Adkisson, president, Kentucky Chamber of Commerce;
* Sheldon Berman, superintendent, Jefferson County;
* Mary Ann Blankenship, executive director, Kentucky Education Association;
* Karen Cash, classroom teacher, Louisville;
* Margaret Cleveland, school board member, Woodford County;
* Sam Corbett, chair, Prichard Committee;
* Ben Cundiff, Cundiff Farms, Cadiz;
* Sharon Darling, president, National Center for Family Literacy;
* Betty Griffin, The Griffin Group, Frankfort;
* Tim Hanner, superintendent, Kenton County;
* Trichel House, classroom teacher, Russell (Greenup County);
* Nannette Johnston, superintendent, Hardin County;
* Eleanor Jordan, executive director, Kentucky Commission on Women;
* Robert King, president, Council on Postsecondary Education;
* Nana Lampton, American Life & Accident Insurance Company of Kentucky, Louisville;
* William Lovell, school board member, McLean County;
* Brent McKim, president, Jefferson County Teachers' Association;
* Bob Porter, mayor, City of Paintsville;
* Johnna Reeder, Duke Energy, Covington;
* Stu Silberman, superintendent, Fayette County;
* Stephen Trimble, superintendent, Johnson County; and
* Diane Whalen, mayor, City of Florence.

Appendix A-3 Project Timeline



Appendix A-4
Work Streams




Education and Workforce Development Cabinet
Office of the Secretary
Helen W. Mountjoy, Secretary
Joseph U. Meyer, Deputy Secretary
Office of Educational Programs
Joseph U. Meyer, Exec. Dir.
ADA
Norb Ryan - Admin Coor
Office of Communication
Cathy Lindsey, Exec. Dir.
Office of Legal and Legislative Services
Randy Justice, General Counsel
Office of Budget and Administration
Charles Harman, Exec. Dir.
Mark White, Dep. Ex. Dir.
Division of Administrative Services
Tommy Goins, Div. Dir.
Division of Human Resources
Mark White, Acting Div. Dir.
Division of Technology Services
Stuart Johnston, Div. Dir.
Kentucky Workforce Investment Board
Tom West, Exec. Dir.
Department of Education
Terry Holliday, Commissioner
KY Bd of Ed
Kentucky Educational Television
Mac Wall, Exec. Dir.
Commission on the Deaf and Hard of Hearing
Virginia Moore, Acting Exec. Dir.
Education Professional Standards Board
Dr. Phillip Rogers, Exec. Dir.
Center for School Safety
Jon Akers, Exec. Dir.
Department for Libraries and Archives
Wayne Onkst, State Librarian
Kentucky Environmental Educ. Council
Jane Eller, Exec. Dir.
Department of Workforce Investment
Vacant, Commissioner
Office of Employment and Training
Vacant, Exec. Dir.
Office of Career and Technical Education
John Marks, Exec. Dir.
Office for the Blind
Chris Smith, Acting Exec. Dir.
Office of Vocational Rehabilitation
Beth Smith, Exec. Dir.
Attached for Administrative Purposes KRS 12.295

Rev. 10/16/09

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Key Resumes** Pages: **15** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Resumes\Resumes-all120209.pdf**

TERRY HOLLIDAY

Kentucky Department of Education

Terry Holliday, Ph.D., was selected as Kentucky's fifth commissioner of education in July 2009.

Holliday, 58, served as superintendent of the more than 20,000-student Iredell-Statesville school district from 2002 until 2009. During his tenure, he has received recognition in a variety of areas, including being named 2009 North Carolina Superintendent of the Year; receiving the 2009 Grayson Medal for Innovation in Quality from the American Productivity Quality Council; being named the 2008 North Carolina Music Educators Association Superintendent of the Year; and selection as a 2008 Friend of NCAAHPERD, a physical education and health award.

Under his leadership, the Iredell-Statesville school district received the 2008 Malcolm Baldrige National Quality Award, which was created by an act of Congress in 1987 to recognize companies, organizations, businesses and other entities that have shown long-term improvement in quality and productivity.

Holliday served as North Carolina School Superintendent Association president and as a member of the North Carolina Race to the Top Committee, the North Carolina Blue Ribbon Commission on Testing and Accountability, the North Carolina Principal Evaluation Rubric Development Committee, the North Carolina E-Learning Commission/Virtual High School Advisory Committee, the Governor's Teacher Working Conditions Advisory Committee, the United Way Board of Directors, the Statesville and Mooresville Chamber of Commerce Board of Directors, the Boys and Girls Club Board of Directors and many others.

Holliday's previous experience includes: superintendent of the Transylvania County school system in Brevard, North Carolina; associate superintendent and director of accountability for Rock Hill School District 3 in York County, South Carolina; principal, assistant principal and director of instrumental music for Fort Mill High School in Fort Mill, South Carolina; and band director at Northside Junior High, Parker High and Gaffney High in South Carolina.

He earned a bachelor's degree from Furman University; a master's degree and education specialist degree from Winthrop University; and a doctorate from the University of South Carolina.

A native of Belton, South Carolina, Holliday and his wife, Denise, are the parents of two children: Adam, a student at University of North Carolina Charlotte, and Eleanor (Ellie), a student at Elon University in North Carolina.

Dr. Larry Stinson
Deputy Commissioner
Kentucky Department of Education

Larry Stinson currently serves as the Deputy Commissioner for the Bureau of Learning and Results Services. As Deputy, he provides direction for five offices, which address issues of teaching and learning, assessment and accountability, leadership and school improvement, special instructional services, federal programs and financial and operational support for schools and districts. Dr. Stinson has also been designated as the Kentucky Department of Education (KDE) lead on implementation of the American Recovery and Reinvestment Act (ARRA). As such, he serves on the Governor's ARRA Kentucky-At-Work Team and is responsible for supervision of KDE's efforts over all areas of ARRA, including among other responsibilities, dissemination of State Fiscal Stabilization Funds and oversight of the development of the state's application for a portion of the $435 billion competitive Race to the Top funds.

Dr. Stinson has 36 years of educational experience and was superintendent of the Ft. Thomas Independent school district from 1994 until June 2007. Along with the duties of a school superintendent, he also handled many duties traditionally handled by the finance officer, including tax rate calculations, state funding estimates and budget development. Stinson's prior experience includes serving as superintendent for the Bremen Public School District and the Whitley County Consolidated School District in Indiana. He also has served as an assistant professor/lecturer at Thomas More College, high school principal, teacher and band director.

Dr. Stinson earned bachelor's and master's degrees and a Rank I from Murray State University. He also earned a doctorate from Indiana University and holds certifications for school superintendent, secondary school principal, supervisor of instruction and high school teaching.

Phillip S. Rogers, Ed.D.

Phillip S. Rogers, Ed.D., of Scottsville, Kentucky, became executive director of the Kentucky Education Professional Standards Board (EPSB) in 2005. He has been with the EPSB since 2000, serving as director of the Division of Professional Learning and Assessment prior to becoming executive director. A native of Nashville, Tennessee, Rogers received a B.S. degree in counseling from Liberty University in Virginia, an M.A. in child development from Western Kentucky University, and a doctorate in education evaluation from the University of Louisville.

Before going to the EPSB, Rogers served as the founding director of the Allen County Schools' Family Resource Center, recognized in 1995 as Kentucky's Outstanding Family Resource Center by the Kentucky Association of Guidance Counselors.

As executive director of the EPSB, Rogers oversees the daily operation of the agency, which was established as part of the 1990 Kentucky Education Reform Act. Among other responsibilities, the Standards Board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and principals; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel.

Rogers has performed research and evaluations for a variety of organizations and programs, including the Kentucky Institute for Educational Research, the National Center for Family Literacy, the Kentucky Safe Schools Project, and the Kentucky Department for Juvenile Justice. Educational policy formation as it relates to educator preparation and professional development for experienced educators are two of his current research interests.

Robert L. King

Robert L. King became the third president of the Kentucky Council on Postsecondary Education January 16, 2009. He previously served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. Mr. King is the former chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world.

Mr. King is very active in community service and has volunteered and served on numerous boards and organizations. He also has served on the White House Commission on Presidential Scholars; the Education Committee of the U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO); an advisor to the Middle State Commission on Higher Education regarding reauthorization of the Higher Education Act in Congress; the board of directors of the National Soccer Hall of Fame; and the board of trustees of A.T. Still University, a specialized university dedicated to training people for the health care professions, in Kirksville, Missouri, and Mesa, Arizona.

Mr. King received a bachelor of arts degree in 1968 from Trinity College in Hartford, Connecticut, and a juris doctor in 1971 from the Vanderbilt University School of Law. He is married to Karen, his wife of 32 years, and they have four grown children.

K. ANN RIGGS

K. Ann Riggs is the Executive Director of the P-20 Data Collaborative at the Kentucky Education and Workforce Development Cabinet. She will oversee the recently formed Education Collaborative that will create a longitudinal student data system that spans a student's entire educational career. collaborative will make it possible for the first time to link student, teacher, postsecondary and certification data so that informed decisions about education strategies can be formulated.

Ann most recently served as the Chief Information Officer and Director of the Division for Technology Services at the Education and Workforce Development Cabinet.

Ann has 30 years experience in the technology field. She owned and operated Riggs Consulting Group, Inc., a successful technology consulting business, for 14 years prior to coming to the Education Cabinet. Ann joined the Cabinet in 2004. She has extensive experience with education data and the foresight and vision to oversee the monumental task of compiling data from pre-kindergarten through postsecondary education to evaluate educational programs in the state, Her foresight and vision have been central in the successful implementation of the Kentucky Education Network (KEN). KEN is a seamless education-centric network that equitably supports the whenever, wherever, and whatever lifelong learning for all Kentuckians.

She currently serves on the Kentucky State University Information Technology Advisory Board and the ConnectKentucky's Advisory Board.

Ann lives in Frankfort with her husband, Gregg.

(b)(6)

Robert F. Hackworth

Summary

- Seasoned program manager with expertise in human relations and project management
- Extensive background in education data and related issues
- Superb written and oral skills
- Experience with successful proposal development, contract negotiations and compliance
- Clear vision and excitement for the application of data and technology to improve student achievement
- Determined, yet flexible

Experience

2005–2009 KEANE, Inc. Frankfort, KY

Product Manager, Commonwealth of Kentucky

- Serves as the owner, administrator and primary spokesperson of the Kentucky Instructional Data System (KIDS) project; a statewide longitudinal data warehouse and decision support system.
- Guided development of the Kentucky response to the federal SLDS grant RFP, which eventually brought $5.8 million to the Commonwealth – the highest amount provided to any state during this grant cycle.
- Guided development of the Commonwealth's Request for Proposal to select a vendor to implement the KIDS. This RFP resulted in selection of tools which are consistently ranked at the top of their respective categories of Portal, Data Warehouse, and Business Intelligence.
- Determines and approves all business rules, functional requirements and system priorities for KIDS. Currently leading effort to include facilities data with other non-academic data, which is a first for the SLDS grant recipients.

2003–2005 KEANE, Inc. Frankfort, KY

Project Manager, Commonwealth of Kentucky

- Provided management and guidance in support of the Kentucky Board of Education's goals and objectives to increase and improve use of data within the Department of Education, public schools, and other state agencies.
- Represented the Commissioner of Education at Distance Learning Advisory Committee (DLAC); a group tasked with defining how education in Kentucky can best be served via electronic means.
- Served as Project Manager to implement the Individual Learning Plan (ILP), a unique statewide electronic tool utilizing information from the Student Information System in conjunction with career information and student goals to provide a traceable career path

for students in grades 6 through 12. Guided development of the Request for Proposal, the vendor selection process, and initial development of the system including how it would interact with existing systems such as KYConnect.

- Project management for research, visioning and development of the Kentucky Knowledge Management Portal -- an electronic system to link student performance data and instructional resources while providing students, parents, instructors, and administrators a central location to check student and district progress and find related instructional resources.

1994 –2003 SCB, Inc. Frankfort, KY

Project Manager, Commonwealth of Kentucky

- Established the first and only online assessment in the nation specifically for students taking a high stakes test (Kentucky Core Content Test) who also require special accommodations.
- Founding team member of the Kentucky Virtual High School. The KVHS was the first statewide virtual high school and is nationally and internationally recognized as a leader among peer institutions.
- Host Committee Project Manager for Intel 2002 International Science and Engineering Fair, Kentucky. Planned, organized, and managed science-centered presentations for 2500 international K-12 students and instructors. Recognized as "setting the bar" for subsequent ISEF events.
- Approved and managed yearly technology budgets totaling over $33 Million for 24 central Kentucky school districts, including Fayette County, the second largest district in the Commonwealth.
- Vital in the regional and statewide adoption of Universal Service Fund grant opportunities, which resulted in and continues to provide hundreds of millions of dollars in savings on technology services for Kentucky schools.
- Created, and aided in the creation of, state policies governing use and implementation of technology in Kentucky schools. Promoted integration of technology and educational curriculum.
- Provided a liaison between school districts and state government to ensure appropriate representation and conflict resolution.
- Provided leadership and assistance to increase student involvement in LAN/WAN operation to assist existing district staff and increase student interest and skills with technology.

Education

1989 –1990 Morehead State University Morehead, KY

- M.A., Master of Arts

1985 –1989 Morehead State University Morehead, KY

- B.A., Bachelor of Arts
- Graduated *Magna cum laude.*

Steve Roark, PMP

SUMMARY

- ***Experienced IT Professional*** - Industries include domestic and international BPO, education, government, healthcare, energy, insurance and cable television IT services. Business areas include IT, instructional improvement, vendor & contract management, claims processing and adjudication, open enrollments, QA, financials, HR, facilities, training, production control and insurance. Technical areas include data warehousing, longitudinal data systems, business intelligence, identity management, GIS, workflow processing, imaging, data capture, ERP, (SAP R/3), EAI, (Tibco).

- ***Experienced Project Management Office (PMO) Director*** – Responsible for overseeing 50 employee division with $5.6M budget. Accountable for successful delivery of outsourced BPO contracts using India IT resources representing $250M revenue.

- ***Experienced PMP Certified Project Manager*** – Direct experience in all project management (PMI) knowledge areas and software engineering (CMM) key process areas. Directly mange projects ranging from $5M - $25M annual revenue, and 6 months – 3 yrs in duration. Direct experience on both customer and provider sides.

- ***Project & Software Methodology Expert*** - Solution delivery expert responsible for formulation and rollout of Solution Delivery Framework (SDF) and related business processes for $1B corporate operating group. The SDF helps ensure quality delivery of outsourced IT solutions by integrating project management and software engineering, and effectively connecting Sales with Operations.

- ***Experienced College Instructor*** - Possess excellent communication and presentation skills. Conduct lecture and laboratory instruction in Operating System Concepts, Program Design and Development, and Microcomputer Applications Development courses.

- ***Global IT Problem Manager*** - Responsible for technical disaster backup and recovery planning, crisis planning, and best practices improvement for worldwide IT operations for broad spectrum of platforms and technologies.

WORK HISTORY

July, 2006 – Present – Keane Consulting / Kentucky Department of Education, Frankfort, KY, (3 years)

Principal Project Consultant - Responsible for planning and managing development of state-wide longitudinal data warehouse / decision support system for the Commonwealth of Kentucky. This first of its kind multi-agency business intelligence solution helps fulfill requirements of the No Child Left Behind (NCLB) act and is used to provide dashboard driven data visualization education analytics to educators in order to improve instruction.

EDUCATION

- Bachelor Business Administration in Data Processing, Morehead State University, Morehead, KY, May, 1986
- BA in Music Composition & Arranging, Morehead State University, Morehead, KY, May, 1986
- Certified PMP, Project Management Professional

Steve Roark • 2228 Barnwell Ln. • Lexington, KY 40513 • h 859.224.9933 • c 859.608.1438 • sbroark@hotmail.com • http://www.linkedin.com/pub/steve-roark-pmp/2/136/a86

WORK HISTORY (*continued*)

Sept., 2002 – June, 2006 – ACS, Inc., Lexington, KY, (4 years)

- 07/2005 – 06/2006 – **PMO Director** - Reduce costs and improve quality of delivery and operation of outsourced implementations by managing project portfolio and delivery of solutions for unit's most complex and large value implementations. Improve productivity in the sales to implementation cycle by developing and implementing unit-wide Solution Delivery Framework methodology.
- 09/2002 – 06/2005 – **Regional Project Manager –** Directly manage projects for major healthcare providers covering all aspects of outsourcing contracted projects including IT, HR, facilities, high volume transaction processing, data capture and off shoring.

1992 - 2002 - Ashland, Inc., Lexington, KY, (10 years)

- 01/2002 – 09/2002 – **Enterprise IT Problem Manager** - Manage the analysis and resolution of complex IT problems across the corporation involving multiple IT Solutions Groups, Enterprise Operations, Business Groups, Executives and users.
- 05/2000 – 01/2002 – **Senior Systems Engineer –** Specialize in SAP R/3, ALE/IDOC, RFC/BAPI, TIBCO, EDI, and Oracle.
- 07/1997 - 05/2000 - **Systems Engineer** – Design and develop interfaces for SAP's FI and MM modules, implement and manage SAP EDI configuration, train new ABAP programmers, mentor new programmers for both a 3.1h to 4.6b SAP upgrade project, and a DB2 to Oracle conversion project.
- 09/1992 - 07/1997 - **Systems Analyst** – Support Human Resource, Salary Budgeting and Benefits functions using PL1, COBOL, IMS, DB2, Lotus Notes and LotusScript.

1990 – 1992 – Kentucky Central Insurance Companies, Lexington, KY, (2 years)

- **Systems Analyst** - Responsible for design and development for Property and Casualty division IT systems utilizing development using COBOL, CICS, DatacomDB and IDEAL

1987 – 1990 - American Express Cable Services Group, Lexington, KY, (3 years)

- **Programmer Analyst** - Responsible for design and coding of mainframe COBOL applications providing billing and accounting services for cable companies across the United States.

1989 – 1994 – Lexington Community College, Lexington, KY, (5 years part time)

- **Adjunct College Instructor** - Conduct lecture and laboratory instruction in Operating System Concepts, Program Design and Development, and Microcomputer Applications Development courses.

1986 – 1987 - BPS Computer Services - Portsmouth, OH, (1 year)

- **Microcomputer Programmer** - maintained and developed interactive programs for general ledger, accounts payable, and inventory control for a variety of business applications.

PRESENTATIONS / MEMBERSHIPS

- Interpersonal Communications Presentation: http://pmibluegrass.org/index.php?option=com_events&task=view_detail&agid=36&year=2009&month=05&day=05&Itemid=26
- American Management Association
- Project Management Institute
- Nominated Honorable Kentucky Colonel for donating computer instruction to the Winchester, KY community

Steve Roark • 2228 Barnwell Ln. • Lexington, KY 40513 • h 859.224.9933 • c 859.608.1438 • sbroark@hotmail.com • steve.roark@education.ky.gov

Mary J. Lowe

(b)(6)

Experience

Consulting (Keane, Inc.; IBM-Business Consulting Services – Human Capital Management; Wm. M. Mercer, Inc.)

- Business Analyst on product development team at large state agency
- Acted as liaison between education subject matter experts, school district users and technical staff
- Guided vendor in requirements gathering efforts including facilitated requirements gathering workshops and consensus building workshops.
- Facilitated development of request for proposal for State agency data warehouse and decision support system
- Facilitated and coordinated evaluation of RFP responses for multiple clients
- Performed requirements gathering and documentation for multiple clients in multiple industries
- Prepared and delivered presentations to cross-functional project teams, leadership teams, peer groups, and national audiences
- Business analyst for multiple human resource, payroll and time and attendance projects on various platforms including Oracle (PeopleSoft v8.0) and Microsoft .NET
- Coordinated and delivered functional training for, HR/Payroll and financial software and decision support systems
- Performed analysis and documentation of processes and procedures for state agency data collection and reporting and for large insurance company HR and Payroll functions being outsourced
- Prepared fit-gap analysis for human resource, payroll and time and attendance system
- Designed and configured PeopleSoft Payroll and Time and Labor modules
- Developed functional interface and customization specifications
- Developed test scripts for HR, payroll, time and labor, and call center processes
- Payroll team member for technical systems design phase of payroll outsourcing services organization system development project
- Member of US Payroll testing team in Paris, France
- Lead three implementations of UltiPro Workforce Management software at: bio-tech, National non-profit, and network engineering firms. All completed on time and in budget.
- Developed Software Package Selection Methodology materials and documentation
- Lead multiple software system selections for financial and HR/Payroll systems including:
  - Strategic and functional requirements gathering and documentation
  - Preparation of Requests for Information (RFI) from vendors and Analysis of responses
  - Fit - gap analysis
  - Development of demonstration scenarios and facilitation of software demonstrations
  - Facilitation of decision sessions
- Acted as lead business analyst in six other software selection projects for: financials, CRM, manufacturing/distribution systems, data warehouse and analytic tools
- Implemented Microsoft Business Solutions Great Plains Financials
- Participated in IT strategy development projects
- Prepared and delivered sales presentations

Mary J. Lowe

(b)(6)

Industries served:

- Education
- State and Local Government
- Bio-technology
- Insurance & Financial Services
- Entertainment
- Transportation
- Religious non-profit
- Medical products and services

Management and Supervision (William M. Mercer, Inc.)

- Acted as project team leader for 5 years. Coordinated activities of technical, operations, and administrative team members.
- Supervised approx. 12 people for 2 years in various support functions including: desk top publishing, accounting, customer service, administrative services
- Participated in carrying out relocation of survey group from Deerfield, IL to Louisville, KY including: reassignment of resources, communicating changes, managing logistics, ensuring continuity, hiring and training new staff, oversight of on-going operations
- Trained new Operations Manager, Project Managers, and Project Coordinators.
- Updated and standardized look of 8 questionnaires and survey reports within 1 year to enhance image and improve user friendliness.
- Reduced printing and distribution costs by 20% in 1 year.
- Developed and implemented standard operating procedures and numerous time and labor saving procedures.
- Served on Quality Committee.

Project Management (William M. Mercer, Inc.)

- Assisted conversion to client server based survey processing system from mainframe system.
- Oversaw all aspects of survey production for 5-7 annual surveys including: questionnaire design, data collection and analysis, printing, marketing, and data processing.
- Worked closely with technical staff on quality control and data reporting issues.
- Worked in cooperation with members of Mercer's Compensation Practice to produce customized analyses for client projects and improve survey products.
- Worked with associations on co-sponsored survey projects.

Marketing (William M. Mercer, Inc.)

- Directed production and distribution of marketing materials for all Mercer NSG survey products.
- Set pricing for survey products, identified advertising opportunities, selected target audience and produced targeted direct mail efforts.
- Originated new survey projects producing additional recurring revenue of approx. $150,000 per year (Technology Leadership Survey, Special Skills Survey, Fortune 1000 Survey, Internet Survey)
- Heavy phone contact with clients explaining survey products and data services leading directly to sales of survey reports and customized analyses.

Compensation (William M. Mercer, Inc.)

- Conducted numerous compensation surveys as part of Mercer's National Survey Group (see following page).
- Assisted on market pricing consulting projects including interviews, job matching, and pricing analysis.
- Advised survey users in proper application and use of survey data and appropriate customized analyses.
- Completed World at Work CCP (Certified Compensation Professional) designation.
- Made presentations to compensation and HR professionals about the National Compensation Survey Group's products and capabilities.

Sales and Sales Administration (Medline Industries and General Cable Corp.)

- Developed system for monitoring compliance with sales agreements and for administering volume purchase/rebate agreements.
- Worked with commission only sales force to improve profitability through system selling and pricing strategies.
- Made sales presentations for ACCESS Consignment Program and conducted on site inventory assessments.
- Implemented and enforced pricing policies.
- Manned booths at trade shows.
- Performed customer service duties for accounts of manufacturers' reps. and for internal sales force including: expediting, pricing, credits and returns, collections.
- Developed computerized value analysis system to support sales process.
- Coordinated and hosted customer visits to corporate headquarters.

Personal Characteristics

- Flexible and adaptable
- Team player
- Strategic thinker
- Excellent verbal and written communication skills
- Able to prioritize and focus
- Initiative
- Focus on continuous improvement
- Problem solving skills

Mary J. Lowe

(b)(6)

Employment History

4/06 - Present ***Keane, Inc.*** Frankfort, Kentucky; Principal Consultant

Responsibilities include: Assigned to Kentucky Department of Education (KDE), serve as primary liaison between functional experts and technical teams. Lead effort to develop request for proposal for multi-million dollar data warehouse and analytic tool software and professional services contract. Guide vendor in requirements gathering efforts including: facilitated requirements gathering workshops and consensus building workshops. Coordinate user and subject matter expert participation in testing and training efforts; conducted training; developed on-line training modules. Communicate with senior leadership, other agencies within Education Cabinet, representatives from other state departments of education, federal grant administrator, representatives from KDE offices and school Districts across the Commonwealth. Make presentations to various groups including Kentucky Association of Assessment Coordinators, Kentucky Teaching and Learning Conference, the IES (Institute for Education Science) sponsored annual data conference and the summer MIS conference. Work with vendor to develop and execute test plan and test cases; work with project managers to create and/or review project deliverables; work with vendor technical team in development and review of specification documents, design deliverables, and report prototypes.

5/98 – 3/06 ***IBM-Business Consulting Services/PwC Consulting***; Louisville, Kentucky; Sr. Consultant

Responsibilities included: Process documentation and analysis, process improvement, meeting facilitation, requirements analysis and documentation, fit-gap analysis, process improvement, system design, system testing, development of functional interface and customization specifications. Functional specialist in PeopleSoft HR, Payroll and Time and Attendance

Lead implementation of UltiPro HRMS/Payroll Software. Definition of project scope and milestones, development and maintenance of project plan, software configuration, unit testing, data mapping, data cleansing, planning and overseeing parallel processing and testing, transition to live processing, documentation of issues and resolutions, problem solving, development and testing of interfaces. Facilitate process improvement efforts.

Lead software selections for a variety of business needs including: HR/Payroll and Financial Systems, for middle market clients. Development and maintenance of project documentation including project plan, project scope, status reports, sign-offs and approvals. Knowledge of Microsoft tools including: MSAccess, SQL server, Windows 2000, Windows XP, Visio, MS Project and MSOffice (Word, Excel, PowerPoint).

Developed software package selection methodology.

3/89 – 10/97 ***William M. Mercer, Incorporated***; Deerfield, Illinois; Louisville, Kentucky (employee benefits and human resource consulting firm)

- 11/96 - 10/97 Survey Business Development Consultant

Responsibilities included: Developing and executing marketing plan for national survey products; identifying advertising opportunities, conducting direct mail campaigns, producing product specific marketing pieces as well as those for entire survey product line. Work in cooperation with other Business Development Consultants to maximize cross selling opportunities and with corporate public relations on Internet marketing strategy and other PR opportunities.

Mary J. Lowe

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- 10/94 - 11/96 Business Services Manager, National Compensation Survey Group

Responsibilities included: Responsibilities included: Developing and executing marketing plan for national survey products; identifying advertising opportunities, conducting direct mail campaigns, producing product specific marketing pieces as well as those for entire survey product line. Work in cooperation with other Business Development Consultants to maximize cross selling opportunities and with corporate public relations on Internet marketing strategy and other PR opportunities.

- 10/94 - 11/96 Business Services Manager, National Compensation Survey Group

Responsibilities included: Processing and reporting for corporate wide client satisfaction survey; managed marketing activities; acted as advisor for technology surveys.

- 3/89 - 10/94 Project Manager, National Compensation Survey Group

Acted as liaison with sponsoring organizations: ITAA, SHRM, Telecom groups. Lead project teams made up of 3-5 data analysts and programmers. trained new project coordinators and managers; facilitated job matching meetings and focus groups. Product Management Responsibilities included:

Information Systems/Telecommunications Dept. Survey
ITAA Compensation and Benefits Surveys
Compensation Planning Survey
Fortune 1000 Compensation Report
Long-Term Incentive Compensation Survey
Telecommunications Industry Survey
Executive Compensation Survey

1/84 - 3/89 ***Medline Industries, Inc.***; Mundelein, Illinois (manufacturer and distributor of hospital supplies)

* Marketing Manager, ACCESS Consignment Program
* Pricing Analyst
* Customer Service Representative

6/80 – 6/83 Various Sales Support positions in Chicago metro area

Education

- **DePaul University**, MBA - Marketing concentration, 1986
- **University of Wisconsin - Madison**, BBA - Finance and Banking, 1980

Continuing Professional Education

- **Cognos 8.0 - Introduction**
- **PeopleSoft HRMS – Time and Labor**
- **IBM - Business Process Fundamentals,**
- **PricewaterhouseCoopers Professional Development:** Foundation Consulting Skills, Performance Management, Data Modeling, Ascendant Methodology, Project Management Essentials
- **Microsoft Great Plains Business Solutions:** HR/Payroll Implementation, Core Financials Implementation
- **Lawson Software:** HR/Payroll Implementation
- **Ultimate Software:** HRMS Implementation, Employee and Manager Self Service Configuration

Mary J. Lowe

(b)(6)

- **Cognos Impromptu:** Report Build...
- **Mercer Professional Development**: Performance Through People (18 hrs.), Project Management, Presentation Skills, Time Management, Leadership Skills
- **American Compensation Association**, CCP designation earned

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Project Narrative

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

Attachment 1:
Title: **Current SLDS** Pages: **3** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Appendix C\CHART APPENDIX C 12-02-09.pdf**

Required Data System Capability	Current Status/ How Supported/How developed or improved if awarded funding	Relevant outcomes from the project narrative to address this requirement
Enable States to examine student progress and outcomes over time	Operational Additional pre-school data being added in 2010, workforce linkages to be added in 2011-2012. Funds: IES grant IES IES CFDA #84.372A for development. IES grant IES IES CFDA #84.384 for linkages to workforce; KDE budget for operational support.	New data added, ability to examine student progress through high school and post secondary education.
System must facilitate and enable the exchange of data among agencies and institutions within the State and between States.	Operational outside of KY SLDS - Interoperability between state agencies has been developed on an as-needed basis; not from an enterprise perspective. Propose to use IES Grant IES IES CFDA #84.384 for additional data source linkages, data audit, creation of business requirements and IT infrastructure Funding: IES Grant IES IES CFDA #84.372A	Re-engineering data collection processes. Establishment of ability to exchange data among partner agencies
System must link student data with teachers	Operational - The KY SLDS currently provides the ability to link students with their teachers.. Funding:IES Grant #84.372A SIS State funds or operations.	Function will be enhanced by the introduction of unique teacher identifiers shared from the Education Professional Standards Board in 2010
System must enable matching of teachers with information about their certification and teacher preparation programs	In progress. Basic teacher information exists within the SLDS. Detailed certification and preparation data will be available as part of the current SLDS expansion and is expected to be available in 2010. Funding: IES Grant IES IES CFDA #84.372A; IES Grant IES CFDA #84.384	Additional linkages would be made to teacher evaluations and professional development under grant proposal.
System must enable data to be easily generated for continuous improvement and decision-making,	In Progress. The system is currently limited to users within the Kentucky Educational Technology System (KETS) but will be expanded under this project. Funding: Repurposing agency resources IES Grant IES CFDA #84.372A; IES Grant IES CFDA #84.384	Broader usage of the KY SLDS by all stakeholders. Links to the labor market
System must ensure the quality and integrity of data contained in the system	In Progress - Data quality audits currently take place primarily at the point of data collection, such as the state-level SIS repository. Funding: IES Grant IES CFDA #84.372A; Data Policy Committee has been established.; IES Grant IES CFDA #84.384	Creation of state data audit system will result from one time data audit.
Ability to meet reporting requirements.	Operational. The KY SLDS has been identified as the reporting engine for the Kentucky Department of Education both for reports specific to the Commonwealth and for reports required for NCLB. Funding: KDE operational budget.; IES Grant IES CFDA #84.372A to fund expanding the development of new reports and reporting capabilities.	Creation of additional reports as required to meet state and federal reporting requirements

Required Data System Elements	Current Status/ How Supported/How developed or improved if awarded funding	Relevant outcomes from the project narrative to address this requirement
Unique statewide student identifier	In place Funding : Kentucky Department of Education	Ability to track students into postsecondary enrollment
Student level enrollment, demographic, and program participation info	In place from K-12 accountability system and student information system College level data coming 2011 Funding: IES CFDA 84.372A	Ability to address college readiness and develop strategies to reduce college remediation
Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	K-12 in place. Higher education to be added by 2011. Funding: IES CFDA 84.372A	Ability to address factors which contribute to students not finishing high school or post-secondary course work and provide targeted interventions resulting in higher graduation rates.
Capacity to communicate with higher education data systems	In Progress – Various ad hoc systems provide capacity to share data between P-12 and postsecondary. Funding: IES CFDA 84.372A	Provide a more seamless view of course taking, college readiness, and remediation.
A State data audit system assessing data quality, validity, and reliability	Planned Funding: IES CFDA 84.834 request for funding	Continuous data monitoring; assurance of validity and reliability of data
Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	In Place – will be modified to accommodate new accountability system to be in place in 2011 and addition of formative assessments Funding: KDE operational budget and IES CFDA 84.372A	Addition of formative assessment results will enable teachers to track individual student progress and change instructional strategies to address students not showing progress. Increased student achievement will result.
Information on students not tested, by grade and subject	Operational – exists in KY SLDS Funding: IES CFDA 84.372A	Target students not being tested so interventions can be put in place to ensure their progress is being tracked.
A teacher identifier system with the ability to match teachers to students	Proposed need for integration – Many systems still use their own unique teacher identifiers Funding: IES CFDA 84.834 request for funding	EPSB identifier will become the authoritative number

Required Data System Elements	Current Status/ How Supported/How developed or improved if awarded funding	Relevant outcomes from the project narrative to address this requirement
Student-level transcript information, including information on courses completed and grades earned	Proposed – technical infrastructure exists, gaps need to be addressed to insure seamless path from K-12 to post-secondary. Will also be linked to workforce. Funding: IES CFDA 84.834 request for funding	Ability to track course taking and grades to match with ACT, AP and other test scores to determine college readiness and address student deficiencies at the high school level and provide interventions to assist students.
Student-level college readiness test scores	Operational – EXPLORE, PLAN and ACT 11th grade scores are in KY SLDS, however 12th grade ACT scores are not. Funding: IES CFDA: 84.372A	Link with transcript information, AP scores and college enrollment to determine policies that will lead to greater student achievement and college-going.
Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	In progress – current expansion grant award will fund connection of post-secondary student performance information. Expected to be operational by 2011. Funding: IES CFDA84.372A; IES CFDA 84.834 to continue and enhance development	Ability to report to legislature as mandated by Senate Bill 1 the number of students requiring remedial instruction, subject matter for the remediation courses, and ultimate outcomes related to college readiness and graduation from post-secondary institutions.
Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	In progress - Interviews have been conducted with non-educational agencies to begin exploring need not evidenced in the education environment. Funding: IES CFDA 84.372A; KDE operational budget; IES CFDA 84.834 grant application request	Addition of workforce and student financial aid data will provide ability to link educational requirements with 21st Century labor market needs.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **Support_letters** Pages: **19** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Support Letters\Supportall12209.pdf**

COMMONWEALTH OF KENTUCKY
OFFICE OF THE GOVERNOR

STEVEN L. BESHEAR
GOVERNOR

700 CAPITOL AVENUE
SUITE 100
FRANKFORT, KY 40601
(502) 564-2611
FAX: (502) 564-2517

November 23, 2009

US Department of Education
National Center for Educational Statistics
1990 K Street NW, Room 9023
Washington, D.C. 20006-5651

RE: CFDA 84.384 Grants for Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

I hereby offer my support of the grant application submitted by the Kentucky Department of Education which seeks to expand and improve the multi-agency P-20 Kentucky Statewide Longitudinal Data System (P-20 KSLDS). The enhancements the grant will enable would allow us to hold in one place all of the various pieces of data that provide critical information about the performance of our entire educational system – from preschool through postsecondary.

Kentucky has a history of collaboration within the education community. This grant would make it possible for us to implement an ongoing and rigorous evaluation of the effectiveness of each education component and thus to continuously improve our processes to best serve the needs of our students, our educators and our Commonwealth. By linking this information with out workforce data we will be able to provide useful information for researchers, program planners, economic developers, elected officials and the general public.

Kentucky believes that by harnessing the information from and the efforts of each part of our education system we will be positioned to improve instruction at all levels and to ensure that our students are prepared to compete successfully with any in the world.

Sincerely,

Steven L. Beshear

EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

Capital Plaza Tower, 3rd Floor
500 Mero Street
Frankfort, Kentucky 40601
Phone (502) 564-0372
Fax (502) 564-5959
www.educationcabinet.ky.gov

Helen W. Mountjoy
Secretary

November 23, 2009

US Dept of Education
National Center for Educational Statistics
1990 K Street NW. Room 9023
Washington, DC 20006-5651

RE: **CFDA 84.384 Grants for Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009**

To Whom It May Concern:

I am pleased to offer this letter in support of the grant application submitted by the Kentucky Department of Education which seeks to expand and improve the multi-agency P-20 Kentucky Statewide Longitudinal Data System (P-20 KSLDS). This initiative, if funded, will allow us to build on the partnership which already exists among the Kentucky Department of Education, the Council on Postsecondary Education and the Education Professional Standards Board to further their efforts to implement a shared data repository.

Our goal is to build a system that collects and maintains detailed and high-quality data on student and teacher performance, links data across entities and over time to enable continuous improvement, and makes the data accessible through reporting and analysis tools. By linking this information with our workforce data, we will be able to provide information for researchers, program planners, economic developers, elected officials, the public, and others interested in Kentucky's human capital and economic landscape.

The Kentucky Cabinet for Education and Workforce Development is committed to working closely with the Education Professional Standards Board, the Department for Education, the Council on Postsecondary Education, the Department for Workforce Investment, and other agencies during the coming months to develop the P-20 KSLDS on behalf of the entire Commonwealth. We believe that this grant will give us the opportunity link agencies in a new and powerful way which will strengthen the performance of each of them. We appreciate your consideration of our proposal.

Sincerely,

Helen W. Mountjoy
Secretary

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

November 9, 2009

U. S. Department of Education
National Center for Education Statistics
1990 K Street N. W.
Washington, DC 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

As Commissioner of the Kentucky Department of Education (KDE), I strongly support this application for funding from the U. S. Department of Education Institute for Educational Sciences for additional statewide longitudinal data system funding.

KDE is spearheading the development and deployment of the Kentucky Statewide Longitudinal Data System (KSLDS). We began development in 2005 and are forging ahead linking P-12 with higher education, teachers, preschool, workforce and adult education data.

We have an unprecedented opportunity in Kentucky with the passage of Senate Bill 1 relating to student assessment and implementation of the Kentucky Learning Framework (KLF). Our framework builds on Kentucky's history of existing and ongoing reform efforts to create and sustain learner-centered schools that meet the needs of every student and educator. The framework focuses on highly effective teachers and equitable teacher distribution; focused standards and a high-quality assessment system; a continuum of interventions for low-performing schools; and a comprehensive data system to support the needs and goals of each of the other framework elements.

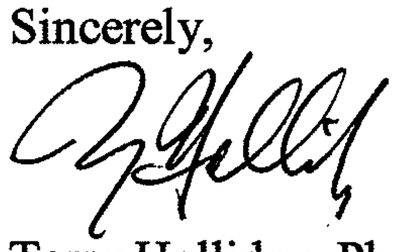
Governor Steve Beshear established a Transforming Education in Kentucky Task Force comprised of state legislators and education cabinet officials, plus representatives from business, education, advocacy groups and several Kentucky cities. This 31 member task force will boost the efforts of our P-20 collaborative engaging all stakeholders in the education of Kentucky children.

We have established a P-20 Data Collaborative partnership with the Education Workforce Cabinet, the Council on Postsecondary Education and the Education Professional Standards Board. Kentucky is transitioning its view of education data to a P-20 view, establishing a 90 percent high school graduation rate and a 55 percent postsecondary graduation rate by 2020.

Without a robust state longitudinal data system, none of these initiatives will succeed. Longitudinal data is a cornerstone to effective interventions, planning and goal-setting for Kentucky's P-20 educational system.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,



Terry Holliday, Ph.D.

TH/ow

Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
http://www.cpe.ky.gov

Robert L. King
President

September 29, 2009

US Dept of Education
National Center for Educational Statistics
1990 K Street NW, Room 9023
Washington, DC 20006-5651

RE: CFDA 84.384 Grants for Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

I strongly support this application for funds from the Department of Education Institute for Educational Sciences for additional Student Longitudinal Data Systems (SLDS) funding under the American Recovery and Reinvestment Act of 2009. Kentucky has already begun the important work of building a longitudinal student data system through the support of this grant program, and I greatly appreciate the Department's investment in improving policy and practice across the educational spectrum in through the SLDS program.

This current round of funding is particularly important to postsecondary education, because the proposed expansion to include Kentucky's workforce and financial aid agencies and the development of reports and tools to improve teaching and learning at our colleges and universities will further key state postsecondary policy priorities. A data link to KHEAA, Kentucky's financial aid agency, will help policymakers better understand the impact of state financial aid funding on students' ability to afford Kentucky's colleges and universities. Similarly, expanding to workforce data would enable our colleges and universities to assess how well their undergraduate and graduate programs are preparing students for the workplace, and help our institutions better meet the labor market needs of the commonwealth. We are also proposing the development of several innovative tools and reports that would deliver greatly improved information about student outcomes in the postsecondary sector to policy makers and institutional leadership alike.

The success of the Kentucky P-20 Data Collaborative to date makes me confident that these systems will drive real educational change in Kentucky, and may even serve as a model to the nation. I urge you to grant this funding request.

Sincerely,

Robert L. King
President
Council on Postsecondary Education

COPY

FINANCE AND ADMINISTRATION CABINET
KENTUCKY HIGHER EDUCATION ASSISTANCE AUTHORITY

Steven L. Beshear
Governor

P.O. Box 798
Frankfort, Kentucky 40602-0798
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Fax: 502.696.7373
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Jonathan Miller
Secretary

Edward J. Cunningham
Executive Director

November 10, 2009

United States Department of Education
National Center for Educational Statistics
1990 K Street NW Room 9023
Washington, DC 20006-5651

RE: CFDA 84.384 Grants for Statewide Longitudinal Data Systems
under the American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

I am writing to affirm the Kentucky Higher Education Assistance Authority's (KHEAA) enthusiastic support for Kentucky's P-20 data warehouse initiative, known as the Kentucky State Longitudinal Data System (SLDS).

KHEAA's purpose is to make higher education more accessible and affordable for Kentucky students. The ability to access accurate, comprehensive, and relevant data is fundamental to evaluating the impact of the state's postsecondary student financial aid programs. This data system is also essential, in a broader context, for the Commonwealth to better understand the unique dynamics of education, which leads to the identification and definition of specific, measurable educational goals.

We have been pleased to regularly work closely with the Council on Postsecondary Education (CPE) on various data projects. We anticipated that continuing this work with the new SLDS will significantly enhance the value of these joint analyses for the Commonwealth and education professionals in general. We look forward to continuing these collaborative efforts with CPE, the Kentucky Department of Education, and other agencies to make the SLDS a reality. We believe that when fully realized, the SLDS has the potential to create a sea change in the analysis of educational opportunities and services provided to Kentuckians.

KHEAA is excited about this important initiative and will work with the other agency partners to make it a success for the Commonwealth.

If you have any questions, please contact me at (502) 696-7497.

Sincerely,

Edward J. Cunningham
Executive Director

EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

Capital Plaza Tower, 3rd Floor
500 Mero Street
Frankfort, Kentucky 40601
Phone (502) 564-0372
Fax (502) 564-5959
www.educationcabinet.ky.gov

Helen W. Mountjoy
Secretary

Joseph U. Meyer
Deputy Secretary

November 9, 2009

U. S. Department of Education
National Center for Education Statistics
1990 K Street N. W.
Washington, DC 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

I am pleased to offer my support for the Kentucky Department of Education's Institute of Education Sciences request for funding to support its statewide, longitudinal data system. As Deputy Secretary and Acting Commissioner for the Department of Workforce Investment, I am committed to a system that accurately tracks Kentucky's students from preschool through college and into our workforce. A Kentucky shared data repository will effectively manage, analyze and use individual student data to improve student achievement.

This project will allow Kentucky to expand its P-20 data system supporting continuous improvement of education services facilitating research on student achievement and closing achievement gaps. Policy development and decision-making at the state and local levels will ensure Kentucky's students are prepared for success.

I look forward to working with you on Kentucky's statewide longitudinal data system.

Sincerely,

Joseph U. Meyer

Joseph U. Meyer

Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

Kentucky Adult Education
1024 Capital Center Drive, Suite 250
Frankfort, Kentucky 40601-8204
Phone: 502-573-5114
Fax: 502-573-5436
www.kyae.ky.gov

Robert L. King
President

Reecie D. Stagnolia
Vice President

November 13, 2009

US Dept of Education
National Center for Educational Statistics
1990 K Street NW. Room 9023
Washington, DC 20006-5651

RE: CFDA 84.384 Grants for Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

Kentucky Adult Education supports the application for funds from the Department of Education Institute for Educational Sciences for additional Student Longitudinal Data Systems (SLDS) funding under the American Recovery and Reinvestment Act of 2009. I am excited about the opportunity to be a part of the longitudinal student data system in Kentucky.

This funding opportunity is particularly important to adult education because the inclusion of adult education data within the SLDS will inform research and policy decisions not only between K-12 and adult education but also postsecondary and workforce. Inclusion of adult education data in the SLDS will provide research capabilities to better understand the attrition/retention patterns of students who drop out of the K-12 system and enter the adult education system. In addition, data from the workforce sector is crucial in helping Kentucky meet the challenges of an underprepared workforce.

A comprehensive P-20 data system will inform educational policy and practice in Kentucky. I encourage your consideration of this application.

Sincerely,

Reecie D. Stagnolia
Vice President
Kentucky Adult Education

Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

November 17, 200

U. S. Department of Education
National Center for Education Statistics
1990 K Street N. W.
Washington, DC 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

As chair of the Kentucky Board of Education (KBE), I am pleased to offer support for the grant application for the Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009.

Never in Kentucky's educational history has longitudinal data been more important than it is today. I am thrilled to know the Kentucky Department of Education is partnering with our peer agencies building a robust data system to view P-20 data. This system can show us, with much greater clarity, what effects our policies, programs and decisions have on student achievement and closing achievement gaps. We anticipate enlisting the aid of our research partners to forecast and conduct trend analyses using longitudinal data for national comparisons. This collaborative educational effort has gained even greater momentum since the passage of Senate Bill 1 relating to student assessment.

The board fully supports this proposal and will work with the education partners in Kentucky to sustain and foster the statewide longitudinal data system.

Sincerely,

Joe Brothers

Joe Brothers

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

P.O. Box 273
Bedford, Kentucky 40006
Home: (502) 255-3392
Office: (502) 255-3286
FAX: (502) 255-9911

Room 366B
701 Capitol Avenue
Frankfort, Kentucky 40601
(502) 564-8100
FAX: (502) 564-5640

RICK W. RAND
HOUSE OF REPRESENTATIVES
Appropriations and Revenue Committee, Chairman

November 12, 2009

U. S. Department of Education
National Center for Education Statistics
1990 K Street, N. W.
Washington, DC 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

I am writing to offer my strong support for the Kentucky Department of Education's application for funding from the U. S. Department of Education Institute for Educational Sciences for additional statewide longitudinal data system development.

KDE is spearheading the development and deployment of the Kentucky Statewide Longitudinal Data System (KSLDS). The framework builds on Kentucky's history of ongoing reform efforts to create and sustain learner-centered schools that meet the needs of every student and educator. The framework focuses on highly effective teachers and equitable teacher distribution; focused standards and a high-quality assessment system; a continuum of interventions for low-performing schools; and a comprehensive data system to support the needs and goals of each of the other framework elements.

KDE has established a P-20 Data Collaborative partnership with the Education and Workforce Development Cabinet, the Council on Postsecondary Education and the Education Professional Standards Board. Kentucky is transitioning its view of education data to a P-20 view, establishing a 90-percent high school graduation rate and a 55-percent postsecondary graduation rate by 2020.

Longitudinal data is the cornerstone to effective interventions, planning and goal-setting for Kentucky's P-20 educational system. Without a robust state longitudinal data system, none of these initiatives will succeed.

Please give the Kentucky Department of Education's application your most thoughtful consideration.

Sincerely,

Rick W. Rand
State Representative

RWR/pjd

Commonwealth of Kentucky

STATE CAPITOL. ROOM 323
FRANKFORT, KENTUCKY 40601
502-564-3120
MESSAGE LINE 800-372-7181

DISTRICT OFFICE
P.O. BOX 666
BURKESVILLE, KENTUCKY 42717
270-864-5636

DAVID L. WILLIAMS
PRESIDENT OF THE SENATE

November 13, 2009

US Department of Education
National Center for Education Statistics
1990 K Street N.W.
Washington DC 20006

RE: CFDS 84.384 Statewide Longitudinal Data Systems under the ARRA of 2009

To whom it may concern:

I would like to express my support for the Kentucky Department of Education's application for additional statewide longitudinal data system funding from the US Department of Education.

The Kentucky State Senate has long advanced the importance of the availability of longitudinal information. The enactment of SB 1, relating to student assessment, during the 2009 Regular Session of the Kentucky General Assembly provides Kentucky schools with a unique opportunity to become national leaders in building focused standards to cultivate a culture of learning.

The Kentucky Department of Education's application will help ensure Kentucky has an effective statewide longitudinal data system. Without such a system, none of our other programs to improve student performance can be successful.

Thank you for your time and attention in this matter.

Sincerely,

David L. Williams
President of the Senate

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

GREGORY D. STUMBO
95th Legislative District
PO Box 1473
108 Kassidy Drive
Prestonsburg, Kentucky 41653

STATE CAPITOL
Room 309
Frankfort, Kentucky 40601
(502) 564-3366

SPEAKER OF THE HOUSE

November 10, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street N.W.
Washington, DC 20006-5651

RE: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

I am writing in support of the Kentucky Department of Education's (KDE) application to obtain additional funding from the U.S. Department of Education Institute for Educational Sciences for the Kentucky Statewide Longitudinal Data System (KSLDS).

This past legislative regular session, the Kentucky General Assembly enacted Senate Bill (SB) 1, which allows Kentucky to build upon ongoing education reform efforts for student assessment.

The ability to expand the KSLDS to implement this legislation would provide KDE greater clarity on the performance of our education system, on what is working and where we need to make improvements. KDE would greatly benefit from having better technology to connect student information along with teacher preparation, instructional practices, and professional development. This also would provide additional information on how well our students are prepared to meet the requirements of the 21st century workforce.

Thank you for your consideration of the Kentucky Department of Education's application. Please feel free to contact me if I can be of any additional help.

Sincerely,

Gregory D. Stumbo
Speaker of the House

GDS:bm

COMMONWEALTH OF KENTUCKY

KENTUCKY GENERAL ASSEMBLY

Representative Harry Moberly, Jr.
81st Legislative District

Home Address:
P.O. Box 721
Richmond KY 40475

Office Address:
Room 351 C-Capitol Annex
Frankfort KY 40601
502-564-8100

November 12, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street N.W.
Washington, DC 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To Whom It May Concern:

I support the request for funding by the Kentucky Department of Education to the Institute of Educational Sciences for the Kentucky Statewide Longitudinal Data System. This system will enable the state of Kentucky to collect and maintain high quality data on students in the P-20 educational system.

Implementation of a statewide longitudinal data system would be a huge asset to our educational system, our school districts, and our communities. Having such an elaborate system, with various pieces of data in one location, would assist the state in viable changes to enhance Kentucky's education.

The Kentucky Statewide Longitudinal Data System will assist in closing achievement gaps, accurately reflecting students' progress, and determining student outcomes. Student success can be achieved through such initiatives and I give this request my full support.

Please contact me if I can be of further assistance.

Sincerely,

Harry Moberly, Jr.

Harry Moberly, Jr.
State Representative

HM:ps

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

STATE REPRESENTATIVE
14TH LEGISLATIVE DISTRICT
P.O. Box 458
Owensboro, KY 42302
(270) 926-1740
Fax (270) 685-3242

CAPITOL ANNEX
Room 351
Frankfort, KY 40601
(502) 564-8100, Ext. 664
Email: tommy.thompson@lrc.ky.gov

TOMMY THOMPSON

December 1, 2009

U. S. Department of Education
National Center for Education Statistics
1990 K Street N. W.
Washington, DC 2006-5651

To whom it may concern:

Re: CFDA 84.384 Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

As co-chair of the Interim Budget Review Subcommittee on Primary and Secondary Education, I am pleased to support the application of the Kentucky Department of Education for funding to expand the Kentucky Statewide Longitudinal Data System (KSLDS).

In 2005, the Kentucky Department of Education established a partnership with other state agencies to develop a comprehensive system which would enable seamless linkage of data from preschool, elementary and secondary education, higher education, adult education, and workforce sources.

The passage of Kentucky's Senate Bill 1 with bipartisan support in the 2009 Regular Session has led to unprecedented collaboration across state agencies to ensure revision and alignment of Kentucky's academic content standards from prekindergarten through early postsecondary education. The legislation requires that P-20 educational data be available and used to improve instruction and achievement in elementary and secondary education programs, to enhance college readiness and reduce the need for postsecondary remediation, and to evaluate the outcomes of our educational system through national comparisons and its impact as our graduates enter the workforce.

Governor Steve Beshear has also established a Transforming Education in Kentucky Task Force to reexamine the tenets of the Commonwealth's landmark Kentucky Education Reform Act and to develop recommendations for improvement for consideration during the 2011 Legislative Session.

COMMITTEES:
APPROPRIATION & REVENUE - CHAIRMAN, BUDGET REVIEW SUBCOMMITTEE ON EDUCATION • BANKING AND INSURANCE • ECONOMIC DEVELOPMENT • STATE GOVERNMENT • RULES

We all recognize that technology and accurate data are critical for planning, effective decision making and continuous evaluation of public policy as we set aggressive new goals for the Commonwealth.

Thank you for your consideration of this application.

Sincerely,

Tommy Thompson
State Representative

Commonwealth of Kentucky

STATE SENATE

4787 West Highway 76
Russell Springs, KY 42642
(270) 866-3068

VERNIE McGAHA
15th Legislative District

State Capitol Annex
Room 203
Frankfort, KY 40601
Message Line: 800-372-7181

November 10, 2009

United States Department of Education
National Center for Education Statistics
1990 K Street Northwest
Washington, D.C. 2006-5651

RE: CFDA 84.384 Statewide Longitudinal Data Systems Under the American Recovery Act of 2009.

To Whom It May Concern:

As a Kentucky State Senator, I am pleased to send this letter of support for the application for funding from the United States Department of Education, Institute for Educational Sciences, for additional statewide longitudinal data system funding.

Kentucky has an unprecedented opportunity with the passage of Senate Bill 1, relating to student assessment and implementation of the Kentucky Learning Framework (KLF). This framework builds on Kentucky's history of existing and ongoing reform effort to make sure schools meet the needs of every student and educator. The framework focuses on highly effective teachers and equitable teacher distribution, focused standards, and high quality assessment system, a continuum of interventions for low-performing schools, and a comprehensive data system to support the needs and goals of each of the other framework elements.

Without a state longitudinal data system, none of these initiatives will succeed. Longitudinal data is a cornerstone to effective interventions, planning, and goal setting for Kentucky's P-20 educational system.

Thank you in advance for your consideration. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Vernie McGaha
State Senator

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

P.O. Box 424
Midway, Kentucky 40347
Home (859) 846-4407

STATE CAPITOL ANNEX
Room 466-F
Frankfort, Kentucky 40601
(502) 564-8100, Ext. 736
1-800-372-7181
Email: carl.rollins@lrc.ky.gov

CARL P. ROLLINS
56th Legislative District

November 9, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

RE: Stateside Longitudinal Data Systems Under the American Recovery and Reinvestment Act of 2009

To Whom it may Concern:

As chair of the Kentucky House Education Committee, I have often seen the need for better data collection to guide our efforts as we strive to improve education for Kentucky's children.

We are making great strides as we have formed a strong partnership among various agencies to develop the P-20 Data Collaborative. In 2005 we began developing and deploying the Kentucky Statewide Longitudinal Data System (KSLDS) to link P-12 with higher education, workforce, and adult education.

In order to ensure the success of our current efforts and to expand on those efforts, it is vital that we acquire additional resources. I strongly support the application for additional funding for our Longitudinal Data System through the U.S. Department of Education Institute for Educational Sciences.

Sincerely,

Carl P. Rollins
State Representative
Chair, Kentucky House Education Committee

CPR/lfr

Commonwealth of Kentucky

STATE SENATE

209 Graves Avenue
Erlanger, KY 41018
859-344-6154

State Capitol Annex
Frankfort, KY 40601
Message Line: 800-372-7181
jack.westwood@lrc.ky.gov

JACK WESTWOOD
23rd Legislative District

November 13, 2009

U.S. Department of Education
National Center for Educational Statistics
1990 K Street N. W.
Washington, D.C. 20006-5651

Re: CFDA 84.384 Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

To whom it may concern:

As the Senate Chairman of the Educational Assessment and Accountability Subcommittee (EAARS), I am writing to express my strong support for additional statewide longitudinal data system funding from the U.S. Department of Education Institute for Educational Services.

EAARS is working with the Kentucky Department of Education (KDE) in its development of a statewide data system designed to collect information on the academic growth of Kentucky students from pre-school through post secondary education. EARRS members are especially concerned with efforts to increase graduation rates in our secondary schools. Having an effective longitudinal data system will enable us to identify those students who are at risk of dropping out, allowing us the opportunity to implement more effective intervention programs.

With the passage of SB1 this year, legislators committed to further developing the educational reform efforts of the Kentucky Educational Reform Act of 1993 (KERA) by focusing on high academic standards, core content, intervention strategies, and closing various achievement gaps. Without a reliable longitudinal data system in place, our efforts to make those improvements will be substantially more difficult.

I have also been appointed as a member of Governor Beshear's Transforming Education in Kentucky Task Force. As we go about our work over the next few months, I am certain we will need the information provided by a dependable longitudinal data system in order to recommend policies to make sure every student in Kentucky is afforded the best educational opportunities possible.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Jack Westwood

Jack Westwood
Senator District 23

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Narrative** Pages: **6** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Budget\BUDGET NARRATIVE 12-02-09.pdf**

Budget Narrative

The Commonwealth of Kentucky is requesting a total of $19,572,239 to be expended over a period of three years as presented in the budget form contained in this application (ED 524) to expand the scope and functionality of the KY SLDS.

These funds are being requested in order to implement an identity management solution for the KY SLDS that could also be scalable to other areas of the enterprise outside the scope of this grant. Under this project we will perform a one-time audit of all of the processes and data of the KY SLDS, including but not limited to data quality, validity, and reliability in order to arrive at a baseline for establishing a state data audit system that will provide for continuous monitoring. A contract will be secured with an outside expert to review the current governance structure, research proven governance models in states with well-developed statewide longitudinal data systems, and recommend a governance model that will be effective and adaptable for the KY SLDS and will address the decision-making needs of the future. Current feeder systems will be analyzed and modified in order to include new data elements that are required to meet the objectives of the grant, as well as improving the data collection, management and storage processes at KDE, CPE and EPSB to ensure that high quality data are available for the KY SLDS. In addition, new data, reports, and analytical functions will be added to the system. A comprehensive communications and training program will be developed to insure that all stakeholders have a clear understanding of how to use the system to meet their needs.

1 - Personnel Costs

An MOA will be written to hire an executive director for the project for a duration of 3 years at a cost of $92,000 per year plus fringe benefits and a 1% annual COL increase. Total cost $278,770

2 – Fringe Benefits

Fringe benefits will apply to the executive director at a rate of 30% for a total three year amount of $83,631.00

3 – Travel

In year one $10,000 will be allocated for necessary travel expenses, and in years two and three this expense is estimated to increase to $15,000 per year to accommodate the increased travel requirements associated with marketing and training for partners and stakeholders. Total for three years $40,000.00

4 – Equipment

Equipment needs have been estimated based on the following six out of the nine workstreams which will need additional hardware: identity management, state data audit system, re-engineering existing feeder systems, new data and reports, user accessible metadata repository, and technical training. With regard to server costs specifically, all KDE server estimates are based on IBM 3650's of varying configurations. Hardware needs total $1,049,666 are broken down as follows:

- Identity management – 26 servers; 3 direct attached storage devices, 1 router switch, and 1 load

balancer totaling (Total $230,231)

- State Data Audit System – 7 servers at a cost of $37,001 (Total $37,001)
- Re-engineering Existing Feeder Systems – 39 servers and workstations, 2 direct attached storage devices, 3 blade enclosures, and other equipment (Total $ $576,757)
- New data and Reports – 19 servers, 1 direct attached storage device, 1 router switch, and 1 load balancer (Total $161,430)
- Metadata Repository – 5 servers at a cost of $25,099 (Total $25,099)
- Technical training – 4 servers at a cost of $19,148. (Total $19,148)

In year one 25% of hardware budget will be expended with the remainder being expended in year two.

5 – Supplies / Software

General and administrative supplies are estimated to be $4,000 per year and will be prorated among the participating agencies depending upon the need for additional resources to support the project. An additional $10,000 in year one, and $20,000 in each of the remaining two years of the project will be used for the production and printing of training materials and information packets.

In the first year of the project the data model software will be modified, purchased or built to include the new data sources, estimated to cost $250,000 the first year and $150,000 in each of the final two years with Kentucky absorbing 50% of the cost of year three ($75,000). Additional software licenses; including the business intelligence software, will be required as new partners are incorporated into the Collaborative. $100,000 in y ear one and $200,000 in year two and three (Total $500,000).

It is estimated that in year one $100,000 will be spent on application level software including, but not limited to, applications such as SQL Server, ASP, IIS, etc. Associated costs for identity management software in year two is estimated to be $3 million and in year three $2 million.

Total amount requested for supplies and software is $6,068,741.

6 – Contractual

The total amount requested for contractual expenditures is $11,115,000. Of this total, $2,150,000 is estimated to be expended in year one, $4,424,000 in year two, and $4,541,000 in year three. Contractual costs are made up of two general areas: contractual 3rd party vendor costs, and contractual personnel costs.

For contractual 3rd party vendor needs, vendors will be engaged to develop the focus groups, professional services for the data audit and governance review, training development and delivery, and physical hosting services provided by the Commonwealth Office of Technology or similar entity. Additionally, research vendors will be utilized as needed to provide conceptual and methodological assistance in the combining of data and the generating reports. These costs are estimated to total $2,370,000.

For contractual personnel needs, Kentucky will contract with technical resource personnel as necessary for implementing the various work streams described in the project narrative. Care has been taken to budget for these FTEs only when their work is actually anticipated as reflected in the yearly budget figures. Estimates for 3rd party vendor services are based on a time and materials model and include roles at a fully burdened contractor rate of $120,000 per year. These costs are estimated to total $8,745,000.

Project Manager (5)
The scope of the effort will require multiple Project Managers. The Project Manager's responsibilities will include overseeing and helping to ensure that the activities associated with the portion of the project they are assigned to are completed on time within budget and adhere to high quality standards that meet the Commonwealth's expectations.

The initial Project Manager will be responsible for overseeing the advance planning and focus group design and implementation in year one and will shift to overseeing the re-engineering and updating of existing feeder systems. Duties will also include responsibility for enhancement of the KY KSLDS and user accessible data dictionary.

The second and third Project Managers will be hired in the 3rd quarter of the first year.

The second Project Manager will be directly responsible for the identity management design and implementation workstream and will remain assigned to this work stream through to the end of the project.

The third Project Manager will initially concentrate on the state data audit system, and then transition to the development and implementation of the comprehensive training capability and will remain assigned to this work stream through to the end of the project.

It is likely that the second and third Project Managers will be personnel provided by the vendors as part of the contracts secured.

The fourth and fifth Project Managers will be hired during the 2nd quarter of year one and will be housed at EPSB and CPE respectively to oversee the feeder system re-engineering at each respective agency and will remain assigned to those respective work streams through to the end of the project.

The total amount requested for project management expenditures is $1,470,000. Of this total, $300,000 is estimated to be expended in year one, $600,000 in year two, and $570,000 in year three.

Business Analysts (5)
As with the Project Management need, the scope of the effort will require multiple Business Analysts to effectively elicit, capture, and verify the business, functional, and technical requirements related to the work streams that make up the project.

The initial Business Analyst will be hired at the beginning of year one and will help elicit capture and analyze business requirements from focus group sessions in order to complete the initial advance planning phase of the project. This individual will then begin working with agency-focused Business Analysts to carry out the modification of existing feeder systems work and later the addition of new data sources work.

The second Business Analyst will be assigned to the identity management work stream and will be hired in the 3rd quarter of year one.

The third business analyst will also be hired in the 3rd quarter of year one and work specifically with the one-time data audit and then later, focus on the establishment of the state data audit system.

The fourth and fifth Business Analysts will be hired during the 2nd quarter of year one and will be housed at EPSB and CPE respectively to focus on the feeder system re-engineering efforts at each respective agency and will continue through to the end of the project.

The total amount requested for business analysis expenditures is $1,500,000. Of this total, $300,000 is estimated to be expended in year one, $600,000 in year two, and $600,000 in year three.

Data Analysts (3)
At the beginning of year one of the project one Data Analyst will be hired to work specifically with the planning and focus group processes and then shift focus to the re-engineering and new data reports work streams of the project. This individual will become a permanent member of the KY SLDS staff and Kentucky will absorb 25% of this individual's salary in the third year of the grant.

A second Data Analyst will be brought on board in the 3rd quarter of the first year to specifically address the one time data audit and establishment of the state data audit system. This individual will also become a permanent member of the KY SLDS and Kentucky will absorb 25% of the salary in year three.

The third data analyst will be hired for years two and three and will work specifically with the metadata repository. Year one costs $150,000; Year two costs $360,000; Year three costs $300,000.

Database Administrator (3)
In the 1st quarter of year two a database administrator will be hired to work on the re-engineering of feeder systems and the creation of new data reports.

In the 2nd quarter of year two a second database administrator will be brought on board to work specifically on the state data audit system.

A third database administrator will come on board at the beginning of the project with CPE to assist with the internal re-alignment and consolidation of CPE and KYAE's databases. Year one costs $120,000; Year two costs $330,000; Year three costs $360,000.

Application Developers (4)
Four application developers are needed to help re-engineer data collection at each agency in order to prepare the additional feeder systems and incorporate the data into the KY SLDS. These positions will begin during the 3rd quarter of year one and be held for years 2 and 3 of the grant. Year one costs $240,000. Year two costs $480,000. Year three costs $480,000.

Report Developers (3)
Two report developers will be needed beginning in year two to address reports for the new data being collected within the KY SLDS. A third report developer will be hired in the 3rd quarter of year two to work specifically with the state data audit system. Year one costs $0; Year two costs $330,000; Year three costs $360,000.

Trainers (2)
A training coordinator will be hired, at a rate of $75,000 per year, in year two to lead the comprehensive KY SLDS training which will be developed by an outside vendor. The training coordinator will be responsible for providing comprehensive training to regional training facilitators (see Training Stipends below) In year two, a technical trainer, hired at a rate of $60,000 per year will also be needed to provide training for the ad hoc reporting tool and will also work with the outside vendor designing the training. Year one $0 Year two costs $135,000; Year three costs $135,000

Implementation Support (1)
It is anticipated that a designated implementation support person will need to be available to assist with troubleshooting and leading test efforts on the project. Year one costs $60,000; Year two costs $60,000; Year three costs $60,000

Mainframe Developer (1)
A mainframe developer is needed to write the interface of the Workforce Development's feeder systems and new data and report work and will be hired in the 3rd quarter of year one. Year one costs $30,000; Year two costs $120,000; Year three costs $120,000.

ETL Developer (4)
Four ETL developers will be needed beginning in year two of the overall project. Two of these positions will support the extraction of new data and reports and two will be assigned to the state data audit system development and implementation. These latter two ETL developers will become permanent KY SLDS staff and Kentucky will pay 25% of their salary in year three of the project. Year one costs $240,000; Year two costs $480,000; Year three costs $420,000.

Systems Analysts (2)
The two systems analysts will be brought on board in the 3rd quarter of year one and will remain through the completion of the project. Their work will focus on updating and re-engineering of the feeder systems and the state data audit system. Year one costs $60,000. Year two costs $150,000. Year three costs $120,000.

Help Desk Personnel (1)
The implementation of the electronic certification system will require a temporary increase in help desk personnel to assist educators with logins and other technical assistance. This position will be held in the third year of the grant. Year one costs $0. Year two costs $0. Year three costs $75,000.

Other
No expenses in the category "other" are anticipated.

Indirect Costs
Indirect costs are based on a factor of 14.1% for all direct costs excluding equipment and contractual. Indirect costs are estimated for year one at $102,273, $494,881 for year two, and $315,277 for year three.

Training Stipends
Training on the local education association level on the use of the KY SLDS will be facilitated in year two and three by 10 independent trainers located within the districts and universities. These trainers will conduct up to 4 face-to-face or on-line training sessions for district technology coordinators and school administrators during years two and three of the grant at a cost of $24,000 based on a rate of $300 per day.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Budget Spreadsheet** Pages: **1** Uploaded File: **I:\GRANTS_External_OIAS\KSLDS2010\Budget\WORKING ARRA Grant Budget v6(3).pdf**

*Details of Contractual Line 6	Year 1	Year 2	Year 3	Totals
Project Manager 1, (Advance & Overall Planning, Data Source Re-engineering, New KSLDS Data & Rpts). Transition 25% of salary to operations in year 3.	120,000	120,000	90,000	330,000
Project Manager 2, (Begin Yr 1, Q3, Identity Mngt)	30,000	120,000	120,000	270,000
Project Manager 3, (Begin Yr 1, Q3, One Time Audit, then State Audit System along w/ Comprehensive KSLDS Training effort)	30,000	120,000	120,000	270,000
Project Manager 4, (EPSB Data Source Re-engineering)	60,000	120,000	120,000	300,000
Project Manager 5, (CPE Data Source Re-engineering)	60,000	120,000	120,000	300,000
BA 1, (Advance & Overall Planning, Data Source Re-engineering, New KSLDS Data & Rpts)	120,000	120,000	120,000	360,000
BA 2, (Begin Yr 1, Q3, Identity Mngt)	30,000	120,000	120,000	270,000
BA 3, (Begin Yr 1, Q3, One Time Data Audit, then, Data Audit QA system)	30,000	120,000	120,000	270,000
BA 4, (EPSB Data Source Re-engineering)	60,000	120,000	120,000	300,000
BA 5, (CPE Data Source Re-engineering)	60,000	120,000	120,000	300,000
Data Analyst 1, (Begin Yr 1, remain through project. Position initially focuses on planning and focus group requirements phase, then shifts to re-engineering of existing systems, and then shifts to the and new data and reports phase. Transition 25% of salary to operations in year 3.)	120,000	120,000	90,000	330,000
Data Analyst 2, (Begin Yr 1 Q3, remain through project. Position initially focuses on the one time audit of KSLDS processes and data, and then shifts to the ongoing data audit system work. Transition 25% of salary to operations in year 3.)	30,000	120,000	90,000	240,000
Data Analyst 3, (Begin Yr 2, remain through project. Position focuses soley on user accessible metadata repository work.)		120,000	120,000	240,000
Database Administrator 1, (Work on reengineering of feeder systems – same person moves to new data reports work).		120,000	120,000	240,000
Database Administrator 2, (State data audit system, begins year 2, second quarter)		90,000	120,000	210,000
Database Administrator 3, (CPE)	120,000	120,000	120,000	360,000
Application Developer 1	60,000	120,000	120,000	300,000
Application Developer 2	60,000	120,000	120,000	300,000
Application Developer 3	60,000	120,000	120,000	300,000
Application Developer 4	60,000	120,000	120,000	300,000
Report Developer 1, (New Data and Reports, begins year 2)		120,000	120,000	240,000
Report Developer 2, (New Data and Reports, begins year 2)		120,000	120,000	240,000
Report Developer 3 - New Data and Reports, (Focus on state data audit, begins year 2, Q2)		90,000	120,000	210,000
Training Coordinator, (Focus on comprehensive training, begin Yr 2)		75,000	75,000	150,000
Technical Trainer, (Technical training for ad hoc reporting tool – working with outside vendor who develops training. Begins Yr 2)		60,000	60,000	120,000
Implementation Support	60,000	60,000	60,000	180,000
Mainframe Developer, (Focus initially on re-engineering of existing feeder systems, then transition to new data and reports), Begin Yr 1, Q3, remain for rest of project)	30,000	120,000	120,000	270,000
ETL Developer 1, (Focus on new data and reports. Begin Yr 2)	120,000	120,000	120,000	360,000
ETL Developer 2, (Focus on new data and reports. Begin Yr 2)	120,000	120,000	120,000	360,000
ETL Developer 3, (Focus on state data audit system. Begin Yr 2). Transition 25% of salary to operations in year 3.	0	120,000	90,000	210,000
ETL Developer 4, (Focus on state data audit system. Begin Yr 2). Transition 25% of salary to operations in year 3.	0	120,000	90,000	210,000
Systems Analyst 1, (Initially focuses on one time audit of data and processes, then transitions to state data audit system work. Begins Yr 1 Q3).	30,000	120,000	120,000	270,000
Systems Analyst 2, (Focuses only on re-engineering existing feeder systems. Begins Yr 1 Q3, works for 6 months through 1st quarter of Y2).	30,000	30,000		60,000
Help Desk	0	0	75,000	75,000
Physical Hosting, Operating Systems, Patching, Monitoring	0	204,000	366,000	570,000
Professional Services for Data Audit	250,000			250,000
Professional Services for Training Development	0	375,000	375,000	750,000
Data Governance Contractual	250,000	0	0	250,000
Focus Group Contractual	50,000	0	0	50,000
Research Contractual	100,000	200,000	200,000	500,000
				0
Totals	2,150,000	4,424,000	4,541,000	11,115,000