

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120020

Grants.gov Tracking#: GRANT11026239

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. Grants.gov Lobbying Form	e9
5. Dept of Education Supplemental Information for SF-424	e10
6. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1234-ABSTRACT.NV12SLDS)</i>	e12
7. Project Narrative Form	e13
<i>Attachment - 1 (1241-NARRATIVE.NV12SLDS)</i>	e14
<i>Attachment - 2 (1242-NARRATIVE CONTENTS.NV12SLDS)</i>	e52
8. Other Narrative Form	e54
<i>Attachment - 1 (1236-APPENDIX B.LTRS SUPPORT.NV12SLDS)</i>	e55
<i>Attachment - 2 (1237-APPENDIX A.OPTIONAL.NV12SLDS)</i>	e81
<i>Attachment - 3 (1238-APPENDIX C.RESUMES.NV12SLDS)</i>	e92
<i>Attachment - 4 (1239-APPENDIX D.GLOSSARY.NV12SLDS)</i>	e122
<i>Attachment - 5 (1240-GEPA.NV12SLDS)</i>	e123
9. Budget Narrative Form	e127
<i>Attachment - 1 (1235-BUDGET NARRATIVE.NV12SLDS)</i>	e128
10. Form ED_524_Budget_1_2-V1.2.pdf	e170

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="12/15/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Nevada Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="886000022"/>	* c. Organizational DUNS: <input type="text" value="8098877220000"/>

d. Address:

* Street1: <input type="text" value="700 E. Fifth St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Carson City"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NV: Nevada"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="89701-5096"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Glenn"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Meyer"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Information Technology"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="7756879126"/>	Fax Number: <input type="text" value="7756879111"/>
---	---

* Email: <input type="text" value="gmeyer@doe.nv.gov"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

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

Nevada 2012 SLDS Linking P-20W

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Bette Hartnett	* TITLE Grant Writer
* APPLICANT ORGANIZATION Nevada Department of Education	* DATE SUBMITTED 12/15/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Nevada Department of Education

* Street 1: 700 E. Fifth St. * Street 2: _____

* City: Carson City * State: NV: Nevada * Zip: 89701

Congressional District, if known: NV-002

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education, IES	7. * Federal Program Name/Description: Statewide Data Systems
	CFDA Number, if applicable: 84.372

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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 the 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.

* Signature: Bette Hartnett

* Name: Prefix Ms. * First Name Bette Middle Name _____
* Last Name Hartnett Suffix _____

Title: Grant Writer Telephone No.: 7756877286 Date: 12/15/2011

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

*** APPLICANT'S ORGANIZATION**

Nevada Department of Education

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Ms.

* First Name: Bette

Middle Name:

* Last Name: Hartnett

Suffix:

* Title: Grant Writer

*** SIGNATURE:** Bette Hartnett

*** DATE:** 12/15/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Mr. Glenn Meyer

Address:

* Street1: 700 E. Fifth St.
 Street2:
 * City: Carson City
 County:
 * State: NV: Nevada
 * Zip Code: 89701
 * Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

7756879126 7756879111

Email Address:

gmeyer@doe.nv.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



ABSTRACT

PROJECT TITLE: *Nevada 2012 SLDS Linking P-20W*

PRIORITY 3: Postsecondary and/or Workforce Data

STATE AGENCY PARTNERSHIP:

SEA: Nevada Department of Education (NDE), lead applicant and fiscal agent

Postsecondary: Nevada System of Higher Education (NSHE)

Workforce: Nevada Department of Employment, Training, and Rehabilitation (DETR)

PROJECT SUMMARY: The priority need of this three year, \$3,999,990 grant project is to create and assign a Unique State Personal Identifier (USPI) to Nevada individuals so that students, teachers, and workforce individuals can be followed throughout their enrollment in PreK-12 and postsecondary education, and into the workforce. The USPI is the first step that will link all three agency's data systems to enable time-efficient, cost-effective, user-friendly data analysis and use for access by all key stakeholders in education, research, and the workforce.

PROJECT DELIVERABLES: *Goals, Objectives, Outcomes, Deliverables*

GOAL 1: Conduct an in-depth technical Needs Assessment at the NDE, NSHE, and DETR to determine current system configurations and platforms, data elements to be exchanged or linked, barriers that may need to be removed to enhance the statewide SLDS and facilitate the exchange of data, and determine a solution for implementation of the enhanced statewide SLDS.

Objective 1: By June 2013, complete the Needs Assessment to identify all elements to be shared and the processes required at each agency to consolidate and normalize the data.

Outcome 1: NDE, NSHE, and DETR agreement of the common data format or standard.

Deliverable 1: Recommendation on the required architecture for each of the three agencies to exchange data elements for P-20W feedback reports, Legislative mandates, research, and data analyses.

Deliverable 2: An implementation plan to enhance the statewide SLDS to include technology requirements, costs, and each agency's adoption of the P-20W common data format and Unique State Personal Identifier (USPI).

GOAL 2: In compliance with State law (Nevada Revised Statute 386.650) create a Unique State Personal Identifier for all Nevada students, teachers, and other people who enter State education and workforce agencies and institutions.

Objective 1: By June 2014, develop the infrastructure to match individuals within the three agencies, assign a USPI to each P-20W individual, and ensure that the USPI is available for use by each agency.

Outcome 1: Enables capability across agencies to match data records that are used to create data feedback reports, respond to Legislative mandates, and conduct research.

Deliverable 1: USPI operability.

Objective 2: Implement beta testing to ensure the USPI meets the requirements that guided its design and development; works as expected; and can be implemented with the characteristics defined in the requirements.

Outcome 1: Minimum 95% match rate of USPI to the three agency identifiers.

Deliverable 1: USPI is validated and applied to P-20W individuals within each agency system.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File



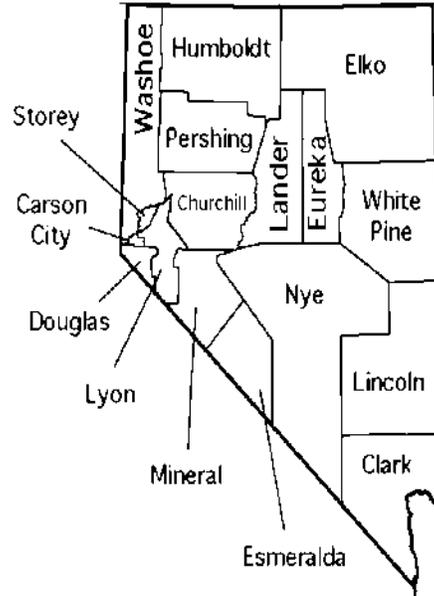
NARRATIVE - Nevada 2012 SLDS Linking P-20W
2012 CFDA 84.372 Statewide Longitudinal Data Systems (SLDS)
Priority 3: Postsecondary and/or Workforce Data

(a) NEED FOR PROJECT

Introduction to Nevada: Geography, Population, Education, Workforce

Figure 1. State of Nevada

- Carson City
- Churchill
- Clark
- Douglas
- Elko
- Esmeralda
- Eureka
- Humboldt
- Lander
- Lincoln
- Lyon
- Mineral
- Nye
- Pershing
- Storey
- Washoe
- White Pine



Nevada Geography

Of the 17 Nevada counties, three are designated "urban"; Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three counties are designated "rural" (Douglas, Lyon, Storey), and the remaining 11 are designated as "frontier"¹. For purposes of this grant application, "rural" and "frontier" will be referenced in combination as "rural". Geographic barriers pose unique challenges; for example, Nye County is located in south central Nevada in the third geographically largest county in area in the contiguous United States (18,159 square miles), with a 2010 population of only 44,000. Nye is geographically larger than the combined total area of Massachusetts, Rhode Island, New Jersey, and Delaware, with only 5,623 students in 17 elementary, middle, and high schools, and a low-income K-12 population of 56.7%. Elko County is located in eastern Nevada and as of 2010, the population was 48,818, with 9,445 K-12 students and 37% student poverty rate. Geographically, Elko County is the fourth largest in the contiguous United States, right behind Nye. The county has a total area of 17,203 square miles; most of the county lies within the Great Basin. Elko is home to Great Basin College, a community college with a service area that covers 62,000 square miles, two time zones, and six of Nevada's largest rural counties.

¹ The U.S. Census Bureau defines "urban" as counties that have at least one population center exceeding 50,000 people; "frontier" as having less than 6 persons per square mile; "rural" is undefined as the number of persons per square mile that falls between the other two.



Nevada Population

Nevada has experienced an unprecedented influx of population over the last 10 years, combined with ease of job availability that in a very short time changed to high unemployment during the recent recession adversely affecting the majority of states. For 10 years until 2006 and again in 2007-2008, Nevada was the state with the fastest growing population in the nation, and among the four fastest growing states in each of the last 24 years. Per the 2010 U.S. Census, Nevada is home to more than 2.7 million people and a 2011 K-12 school population of 437,057. In addition to Clark and Washoe counties, rural/frontier counties experienced unprecedented growth and, along with the two largest counties, are coping with economic, employment, geographic, and technology barriers.

Nevada Education

Nevada is comprised of 17 K-12 county school districts (CSDs), or local education agencies (LEAs), whose boundary lines are co-terminus with the boundary lines of Nevada's 17 counties. The Nevada Department of Education (NDE) is the State Education Agency (SEA) responsible for K-12 and a large segment of Pre-K education administration. In the 2010-2011 school year, 309,749 (~71%) students attend school in Clark CSD, the fifth largest school district in the nation. In contrast, Esmeralda CSD has only 66 students. All ethnic/racial sub-populations are growing substantially; the combined minority sub-populations now comprise the ethnic/racial majority of students.

Table 1. Nevada K-12 Student Demographics, 2010-2011

State Enrollment 437,057	American Indian / Alaskan Native	Asian/Pacific Islander	Hispanic	Black	White	Multi- Race
Percent %	1.2	7.1	38.8	9.9	38.7	4.3
Number	5,365	31,007	169,510	43,085	169,128	18,962

The Nevada System of Higher Education (NSHE) oversees Nevada's seven public institutions of postsecondary education and one research institute. The Nevada Department of Employment, Training, and Rehabilitation (DETR) connects the job seeking population with Nevada businesses and industries to ensure access to a qualified workforce and provide support for equal employment opportunities.

Challenges

Nevada faces challenges posed by the distribution and growth of population, geography that can create barriers to education and employment, and the nation's highest unemployment rate at 13.4%. For all Nevada stakeholders to make realistic, feasible, cost-effective decisions regarding education and employment, it is imperative that valid, reliable, accessible data be available to guide and support decision-making.

In the past, the Nevada economy and geographical barriers contributed to the low number of individuals pursuing higher education. Jobs were plentiful and in 2005 more than one-third of the population was employed in the entertainment and construction industries while the unemployment rate was lower than the national average and the Nevada per capita income was



higher at 10th in the nation². However, an increasing State deficit over the past three years forced significant and substantial cuts in the budgets of secondary and postsecondary education. 2006-2016 projected changes in the Nevada workforce require a more highly educated population than in the past. Projected changes in the Nevada workforce require a more highly educated population than in the past in emerging high-demand fields, including healthcare, computer engineering other computer technology, education, science, engineering, and public safety. (DETR, *Nevada - Demand Occupations, 2006-2016*). Nevada is ranked 49th in the number of 18 to 24 year olds enrolled in college and 50th in the percent of adults ages 25 to 34 with an Associate degree or higher³. Nevada ranks 49th in the transition and completion of students from 9th grade to college. For every 100 Nevada 9th graders, 9.8 will graduate from college within 150% time⁴. In 2008, Nevada was 17.4 percentage points behind the national college continuation rate⁵. In 2008, Nevada was 17.4 percentage points behind the national college continuation rate and ranked 50th in the college participation rate of students from low-income families⁶. NSHE captures 45% of Nevada high school graduates, with more than one-third requiring remediation in English and/or math⁷.

Recognizing these challenges and the necessity of NDE, NSHE, and DETR to work together to identify issues and initiatives to improve student achievement and ensure an educated workforce, Nevada Governor Brian Sandoval issued Executive Order 2011-17 *Directing Nevada's P-16 Advisory Council to Review Education Data Systems in this State* (APPENDIX A). The Nevada P-16 Advisory Council was established by NRS 400.030 to coordinate PreK-16 education efforts. Through the Executive Order, the Council has been charged with:

- Establishing a cross-agency governance structure with representatives who have decision-making authority.
- Identifying resource needs in the areas of staffing, technology, and funding.
- Developing policies that outline what data are shared and how, where they will be stored, how often they will be updated, who will conduct analyses, and how privacy will be protected.
- Creating a vision for the State longitudinal data system to ensure it will support State education and workforce development needs.
- Any necessary legislation to carry out Council recommendations.

Current status of NDE, NSHE, and DETR data systems

While interlocal agreements to exchange data have been established and a manual data exchange occurs between NDE, NSHE, and DETR for specific research, a single identifier that links data across all three agencies does not exist. Nevada Revised Statute 386.650 mandates an

² Retrieved from (http://www.census.gov/compendia/statab/cats/income_expenditures_poverty_wealth.html).

³ Retrieved from higherinfo.org/dbrowser/index.php?measure=104 and higherinfo.org/dbrowser/index.php?measure=93

⁴ Retrieved from higherinfo.org/dbrowser/index.php?measer=72

⁵ NSHE calculated college continuation rates for Nevada and Postsecondary Education Opportunity, Number 203, May 2009 for the national figure

⁶ Postsecondary Education Opportunity, Number 206, August 2009

⁷ Office of Academic and Student Affairs (2009, January). *Summer and fall 2008 remedial/developmental report*. Reno, NV: Nevada System of Higher Education, pp. 15, 25.



automated system of accountability for Nevada that includes a system of identification that allows for identifying a student in both the public schools and NSHE. Further legislation recently enacted during the 2011 Session of the Nevada State Legislature additionally requires linking data for workforce purposes (Senate Bill 449, Chapter 397, *Statutes of Nevada 2011*).

Priority Need for Nevada 2012 SLDS Linking P-20W

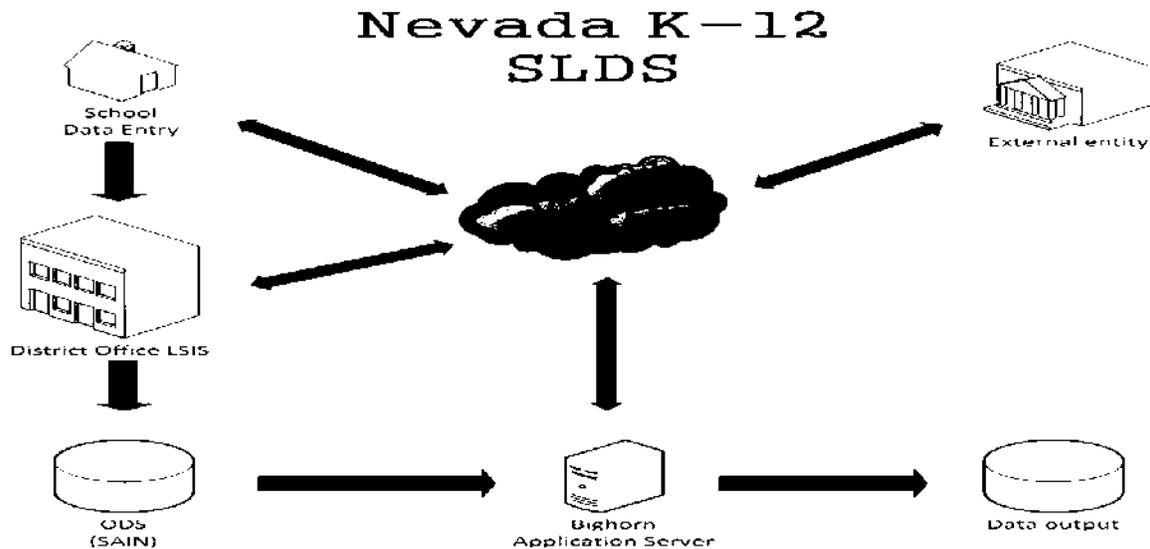
The priority need of this grant project is to achieve goals, objectives, outcomes, and deliverables required to assign a Unique State Personal Identifier (USPI) to individuals so that students and teachers can be followed throughout their enrollment in PreK-12 and postsecondary education and into the workforce. The USPI is the first step that will enable time-efficient, user-friendly access to all key stakeholders for education, research, and workforce information. In order to best serve the individual education and job-seeking needs of the P-20W Nevada population, it is imperative that we be able to follow the transition of students beginning in Pre-K into postsecondary education and the workforce. In order to identify where the needs and struggles of each individual lie, as well as tailor our education to the Nevada business/industry needs for a skilled workforce, a USPI that is shared by all three agencies is necessary to link data enabling ongoing snapshots and long-term predictions of education and employment needs.

The expansion and enhancement of the Nevada SLDS is a priority in order to more effectively use data to inform short-term and long-term strategic planning and policy making decision for education. Nevada must expand and enhance the SLDS to comply with Federal education reporting regulations (e.g., Education Data Exchange Network - EDEN), ensure eligibility for State Fiscal Stabilization Fund Education Phase II funding, support current grant initiatives, and to decrease time required to input and sort data. Time and effort now required to input data can better be utilized to analyze and design strategies for how to effectively use data. At this time, it is estimated that by establishing a USPI enabling linking an individual through the three agencies' data, time and effort may be reduced by as much as 80%; time that can be utilized to analyze data and create useful, meaningful data feedback reports.

In April 2011, Nevada Governor Brian Sandoval partnered with the Nevada Education Reform Blue Ribbon Task Force (APPENDIX A), Legislative Leadership, and Catamount Fund to sponsor a planning session for the Data Quality Campaign to work with Nevada policymakers and interested stakeholders to formulate a comprehensive plan for effective Nevada educational system data use. The planning session explored the current data system and its capacity, possibilities for Nevada's future, examples from leading states on how to best link and share data across agencies, information on state models and data governance structures, data privacy and security, and tools and resources for Nevada education reform efforts. The initiative leaders will use information and recommendations that flow from that meeting to ensure data is reliable, valid, and appropriate to inform progress, modification, and evaluation of the initiative, which underscores the need for this 2012 SLDS project to ensure the quality and consistency of data.



Figure 2. K-12 System of Accountability Information in Nevada (SAIN)



The System of Accountability Information in Nevada (SAIN) data warehouse was constructed and deployed over the past four years and currently collects data on a nightly basis from every LEA and Charter School in the State. These data are then normalized and mapped into the SAIN database. The SAIN system is a true statewide longitudinal data system (SLDS) for K-12 only and does not currently link to higher education or workforce agencies. The data are then made available for validation by the LEA that was the originator through a series of Data Validation Reports (DVRs). Access to the various validation reports and tools is controlled at the LEA level and security allows access only to information originating in that LEA.

The SAIN enables reporting of information related to the achievement of pupils, student growth over time, demographic traits and trends, school accountability and performance, attendance, and graduation rate, as well as teacher data such as work assignments, credentials, and licensing information. The SAIN system satisfies all 10 of the recommended data elements identified by the Data Quality Campaign and five of the 10 essential actions. SAIN currently assigns each student a Unique Identification Number (UID) that allows all students to be tracked over time in the K-12 system, but not beyond. However, the UID system does not allow for the repopulation of the LEA systems and the UID is only used as an internal identifier for the NDE. Although some student information is currently exchanged with NSHE to identify students who enter or may potentially enter NSHE, these data are exchanged and then matched by a manual and human resource intensive process.

SAIN currently houses five years of longitudinal data and will contain six complete years at the end of the 2010-2012 school year. The system has the capacity to house all the data related to P-20W based on the number of data elements currently *manually* exchanged between NDE and NSHE, as well as the workforce elements exchanged between NSHE and DETR. However, a NEEDS ASSESSMENT is necessary to determine the appropriate infrastructure to enable automated data access by all three agencies. It is the intention of this grant application to



automate this process of collection and report production. In order to achieve this goal it will be necessary to expand and enhance the current UID system to allow NSHE and DETR to match records with NDE enabling a linkage between PreK-12, postsecondary, and workforce data.

Data elements the NDE currently shares with NSHE include Completion Date/Type; High School (HS) ID Number; State Unique ID Number; Free and Reduced Lunch (FRL) flag; HS Name/District/Course Name/Local Course Number/NDE Course Number/HS Course Category-Type/HS Course Term-Year/HS Course Grade; and Student Date of Birth/First Name/Last Name/Middle Initial/Gender/Race/Ethnicity/SSN. Additional data desired include HS Course Instructor Name; SSN for each course in a student's record; Test Data: SAT, ACT, Accuplacer, Compass, AP test scores, HSPE results. Per recently enacted legislation mandating the tracking of postsecondary graduates into the workforce, data DETR shares with NSHE include industry, occupation, and quarterly wage-(Senate Bill 449, 2011).

NDE developed an architecture that allows common encrypted authentication and web layer to all applications. This architecture ensures that Nevada complies with the Family Educational Rights and Privacy Act (FERPA) and Nevada Department of Information Technology (DoIT) Information Security Office requirements. This architecture enabled the NDE to have automated data validation reports (DVRs), an authenticated web based portal (Bighorn portal) that houses custom applications including, but not limited to, schools and LEA demographic application, federal reporting data store, 160+ user driven student data, teacher data, and school/LEA demographic reports, problem and resolution tracking, common documentation repository, asset inventory, project management application, and many sites for online collaboration involving the NDE leadership, the NDE program offices, LEAs, and schools.

In December 2008, the Western Interstate Commission for Higher Education (WICHE) held a meeting in Boulder, Colorado, *Fostering Collaborative State-Level Education and Workforce Database Development*. NDE, NSHE, and DETR were represented at the meeting and agreed as a State priority to collaborate to build a longitudinal database. NDE and NSHE have a data exchange agreement in place and collaborate regularly to exchange data manually for research purposes and for tracking students as part of the statewide Career and Technical Education program and other federally funded programs. NSHE and DETR also have a data exchange agreement in place and limited data has been exchanged for research purposes. NSHE also has in place data sharing agreements with individual Nevada school districts. NSHE uses the NDE and individual LEA data to improve its own reporting on student continuation into higher education. DETR, NSHE, and the NDE recognize the importance of enabling P-20W longitudinal data to be analyzed.

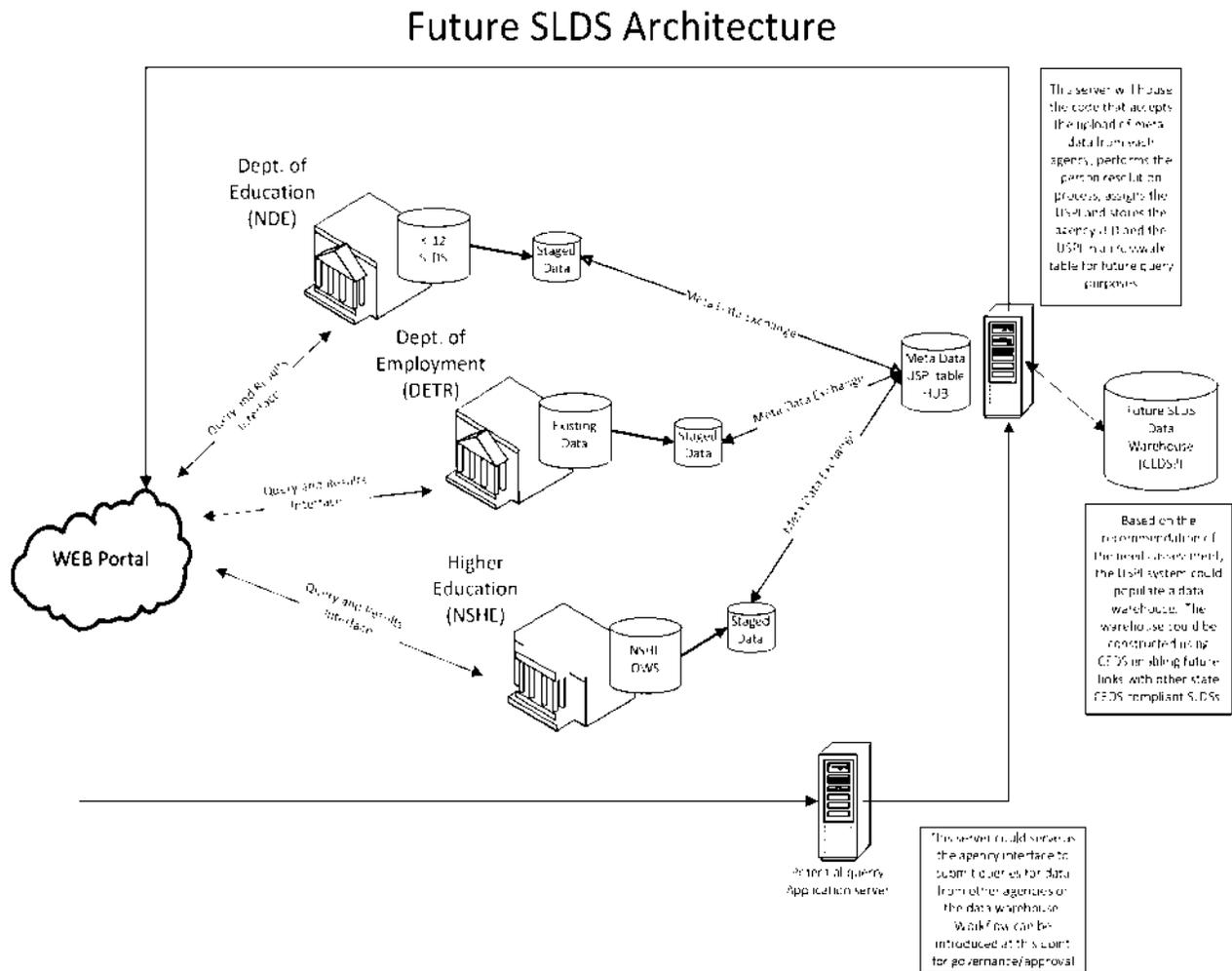
The availability of longitudinal data has been so successful that it has overwhelmed the capacity of the three Nevada agencies to meet the demand for data requests. It is necessary to develop an infrastructure which not only correlates individual data between the three agencies, but meets the continual and rapidly increasing demands for data and information. Producing a USPI will enable the automation of standard reports and making them accessible will facilitate



the timeliness of reporting and create efficiencies in the workload of personnel involved in producing data and reports. A statewide longitudinal data system can be developed based on the matching process developed in the USPI system.

Currently there is no electronic interface between the NDE, NSHE, and DETR data systems. Despite efforts that have established relationships necessary to exchange data, the current data exchange and matching process is manual and inefficient. The NDE provides student data from the graduating class of each academic year to NSHE via a secure file transfer protocol (FTP) through the Bighorn portal. These students are matched to the NSHE data warehouse using a series of Access queries and other time-consuming manual efforts on the part of NSHE. NSHE institutions currently collect the student high school identifiers issued by Nevada high schools to facilitate matching to the data provided by NDE. However, a common identifier is required to match the records from NDE, NSHE, and DETR in order to create crosswalk tables to enable the exchange of depersonalized data.

Figure 3. Future P-20W USPI and Data Link Architecture (USPI and future SLDS)





NSHE Project Assumptions

The Constituent Data Hub is a vital component of the SLDS as it enables records to be matched across the agencies. The ability to match student records between all three agencies enables the tracking of students between PreK-12 education, postsecondary education, and the workforce. The Hub uses sophisticated probabilistic and deterministic matching to collect and cross-reference different identities of individuals. Student data will be correlated and persisted from NDE, NSHE, and DETR into the Hub. The following assumptions are made:

- NDE will provide all student data with one unique ID.
- NSHE student data will be cleansed and unduplicated so that each student will have one unique identifier.
- DETR data has social security numbers (SSNs) for worker identification purposes. The Hub will match constituents across these different data sources, for which we do not have a common unique ID on which to match.

The Hub enables matching ambiguous constituent names like Charles and Chuck. Once these records are matched, the associated IDs (e.g., NDE ID, NSHE ID, SSN) are automatically cross-referenced and persisted in the Hub. This enables a clean and consistent view of an individual across all three sources. The cross-referenced records from the Hub will make it possible to feed into the final SLDS solution in the form of a USPI. This additional data feed is critical, because it will enable analytic and data feedback reports to be accurate, valid, and reliable across NDE, NSHE, and DETR data sources.

DETR Project Assumptions

- DETR will build a system interface that will extract and share workforce data with NDE and NSHE.
- DETR anticipates approximately 20 key data elements as part of the SLDS effort.
- DETR will share detailed unemployment, wage, and workforce data as part of the solution, and to protect privacy, will work with NDE and NSHE to aggregate the data for reporting purposes.
- DETR will not be required to update its database physical structures (data definitions) to accommodate a Unique State Personal Identifier (USPI). Instead, USPI matching and assignments will occur within the solution.
- Demographic data, including the social security number, will be the meta-data used to match and assign records to a USPI.
- DETR will scrub and secure data before sharing it with the partner agencies.
- Existing Federal and State data sharing and security agreements will be followed as part of the data sharing.
- The solution may take on a different form after requirements are collected and design and implementation commences. DETR will provide input on the solution, working with NDE and NSHE to deliver a workable, cost-effective, user-friendly solution.



DETR Data Environment

- DETR's data processing environment includes similar software tools and products to process and store information as does the NSHE and NDE. In addition to Oracle's Business Intelligence Enterprise Edition (OBIEE) and Database Management products described earlier, DETR uses Oracle's Data Integrator (ODI) product, the Oracle SOA Suite, and the Oracle Policy Automation (OPA business rule engine) to marshal, manipulate, and manage information. Via these key products, DETR will prepare data extract routines and associated schedules to select mutually agreed matching student information for inclusion in the proposed longitudinal database.
- Potential DETR data sources for matching and extracting necessary student data include DETR's unemployment, wage, and workforce data stores. DETR information will be scrubbed, secured and prepared for extract to the USPI matching system following existing State and federal data sharing agreements and requirements. Data control and process monitoring and reporting will be designed into the matching process to facilitate data extract reconciliation and data sharing accuracy. Encryption and data de-identifying techniques will be employed wherever possible to safeguard sensitive personal information during data transition and intermediate storage.

Need for Project to Support Data Requirements of Current Nevada Grant Initiatives Striving Readers Comprehensive Literacy (SRCL)

In September 2011, Nevada was one of six states awarded a five year U.S. Department of Education Striving Readers Comprehensive Literacy discretionary grant for \$74,475,315. Underlying the successful achievement of project goals and outcomes of the SRCL grant includes the need for valid, reliable, accessible data use to document student growth and monitor progress of programs, teachers, and students. To improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools, grant Priority 2 requires collection, use, and analyses of high-quality and timely data, especially on program participant outcomes.

The SLDS USPI will facilitate compliance with data use requirements of the SRCL grant initiative as stated in the rationale for the use of data in the SRCL Notice Inviting Applications: "Accurate, timely, relevant, and appropriate data, and the effective use of that data for informed decision-making, are essential to the continuous improvement of children's literacy and language development. In developing comprehensive literacy plans and programs, it is important for States to consider strategies that provide educators, as well as families and other key stakeholders, with the data they need and the capacity and training to use those data to improve school readiness, respond to the learning and academic needs of students, improve educator effectiveness, inform professional development practices and approaches, and make informed decisions that increase student pre-literacy, literacy, and language development" (SRCL NIA, pp. 9-10). The *Nevada Striving Readers* initiative will establish three types of Data-Based Decision-Making (DBDM) Literacy Teams that will collect, analyze, and use high-quality, reliable, valid, and timely data, especially that which is collected on program participants. Training and technical assistance will be provided to subgrantees to ensure they are knowledgeable about data collection and research outcomes that can inform instructional practices and policies to effect improvement in student outcomes in early childhood education settings and K-12 schools.



National Governors Association (NGA), State Strategies to Evaluate Teacher Effectiveness

In November 2011, Nevada was one of three states and the territory of Guam selected by the NGA to participate in the *State Strategies to Evaluate Teacher Effectiveness* initiative. Rather than each individual school district using a teacher evaluation protocol that may not be valid, comprehensive, similar to any other school district's system, and/or conducted by trained evaluators, Nevada will design a comprehensive statewide system that is consistent across all school districts. A USPI linking students to teachers will facilitate compliance with the initiative requirements.

Career and Technical Education (CTE) Interstate Collaboration

In April 2011, the Nevada Department of Education signed a membership agreement with the Career and Technical Education Consortium of States (CTECS). CTECS is a small company that specializes in the development of high-quality standards and online assessments for career and technical education programs. Nevada signed on as a member state to obtain expertise to further the development of highly-quality, industry validated skill standards and end-of-program technical assessments for high school programs. Other states currently affiliated with CTECS to achieve similar goals include Arizona, Kentucky, Oregon, South Carolina, and Virginia. As part of a consortium of states, Nevada has had opportunities to network and gain firsthand knowledge of best practices related to the development and implementation of CTE standards and assessments. Nevada has collaborated extensively with Virginia to understand and review in great detail the system Virginia has in place for Workplace Readiness. Currently the data required from NSHE is collected through a manual data exchange that is tedious and time consuming for NSHE institutions. A USPI that will allow for automated matching and linking of student and employment data within the three agencies.

(b) PROJECT DELIVERABLES RELATED to SYSTEM REQUIREMENTS and IMPLEMENTATION

Goals, Objectives, Outcomes, Deliverables

GOAL 1: Conduct an in-depth technical Needs Assessment at the NDE, NSHE, and DETR to determine current system configurations and platforms, data elements to be exchanged or linked, barriers that may need to be removed to enhance the statewide SLDS and facilitate the exchange of data, and determine a solution for implementation of the enhanced statewide SLDS.

Objective 1: By June 2013, complete the Needs Assessment to identify all elements to be shared and the processes required at each agency to consolidate and normalize the data.

Outcome 1: NDE, NSHE, and DETR agreement of the common data format or standard. **Deliverable 1:** Recommendation on the required architecture for each of the three agencies to exchange data elements for P-20W feedback reports, Legislative mandates, research, and data analyses.

Deliverable 2: An implementation plan to enhance the statewide SLDS to include technology requirements, costs, and each agency's adoption of the P-20W common data format and Unique State Personal Identifier (USPI).



GOAL 2: In compliance with State law (Nevada Revised Statute 386.650) create a Unique State Personal Identifier for all Nevada students, teachers, and other people who enter State education and workforce agencies and institutions.

Objective 1: By June 2014, develop the infrastructure to match individuals within the three agencies, assign a USPI to each P-20W individual, and ensure that the USPI is available for use by each agency.

Outcome 1: Enables capability across agencies to match data records that are used to create data feedback reports, respond to Legislative mandates, and conduct research.

Deliverable 1: USPI operability.

Objective 2: Implement beta testing to ensure the USPI meets the requirements that guided its design and development; works as expected; and can be implemented with the characteristics defined in the requirements.

Outcome 1: Minimum 95% match rate of USPI to the three agency identifiers.

Deliverable 1: USPI is validated and applied to P-20W individuals within each agency system.

Governance and Policy Requirements

Need and Uses: *How the Nevada SLDS will address the State key postsecondary education and workforce development policy questions.*

The proposed USPI system will provide the crosswalk necessary to conduct record matching between NDE, NSHE, and DETR. This matching capability will allow a USPI to be created and stored in a table that will perform the matches based on records submitted by NDE, NSHE, and DETR. The USPI and the ability to match records from the three agencies will provide an exciting opportunity for Nevada multi-agency collaboration to recruit, train, and graduate students prepared to meet workforce demands. In order to accomplish necessary changes to systems, policies, and strategies, a P-20W pipeline of extensive and valid data must support decision-making regarding secondary and postsecondary school improvement planning and implementation of programs to address specific and unique needs of the Nevada changing workforce.

Governance: *How the Nevada SLDS includes a clearly-articulated governance structure consisting of representatives from key postsecondary and/or workforce organizations, including postsecondary institutions, adult education providers, and CTE programs*

Nevada is not a grantee of the U.S. Department of Labor Workforce Data Quality Initiative. With the implementation of Executive Order 2011-17 to reconvene the P-16 Advisory Council to review education data systems in the State, the P-16 Advisory Council will now have the authority create a strategy to conduct a collaborative review of existing data systems and make recommendations for the design and implementation of a high-quality statewide education system that tracks student and educator data from Pre-K through postsecondary levels of education. The Council has the opportunity to establish a cross-agency governance structure comprised of diverse members from a broad scope of stakeholder groups (e.g., Legislature, NDE, NSHE, DETR, Pre-K, CTE, workforce). The creation of a Nevada SLDS implementation plan will develop a roadmap to guide the Council in critical policy decisions regarding student college and career readiness, remediation, labor demands, and other key stakeholder research needs. The



Nevada SLDS implementation plan will assist the Council in identifying the entities responsible for the operation of the system, data ownership, data management, and data access roles required to protect private student information. With the authority Council to propose legislation required to facilitate the exchange of data between NDE, NSHE, and DETR, barriers can be removed that have impeded SLDS enhancement.

Institutional Support: *How the Nevada SLDS enlists institutional support from relevant stakeholders within and outside the State postsecondary education governing organization or agency and State workforce agencies.*

The current K-12 SLDS is supported by NRS 386.650§3 that requires each LEA (school district) and charter school in Nevada to submit student level data to NDE for collection, storage, and reporting purposes. LEAs currently provide K-12 SLDS support in the form of an SLDS liaison who ensures data quality and consistency between the LEA and NDE. This position participates in weekly SLDS status meetings that provide system training, status of existing applications, and data quality and data remediation techniques. With P-16 Advisory Council authorization to oversee the development and implementation of a SLDS, institutional support can now include Pre-K, K-12, postsecondary, and workforce agencies and institutions. Data from those entities can now be shared between NDE, NSHE, and DETR. The Council is supported by the Governor's office with staff provided to perform administrative duties.

Sustainability and Sustainability Plan: *Following implementation, how the successful Nevada SLDS will provide ongoing support from the institutions and agencies that are a part of it. At a minimum, the system requires ongoing commitment of staff and other resources for system maintenance, quality control, and user training and How Nevada will sustain the deliverables and training beyond the life of the grant.*

In February 2012, the NDE will complete the K-12 SLDS (SAIN) project funded by a 2007 SLDS grant. The expanded statewide SLDS sustainability model that will include higher education and workforce data linkages will be determined by the P-16 Council. One of the purposes of the feasibility study, systems analysis, and implementation plan contained in this application is to produce a cost analysis associated with building a SLDS so the P-16 Council can build a sound funding model supported by NDE, NSHE, and DETR. This model will allow for the sustainability of the USPI system, as well as make provisions for expanding the system to exchange data elements required to produce data feedback, transition, and remediation reports to key stakeholders.

Governor Brian Sandoval states in his letter of commitment for this grant project that ". . . it is anticipated that up to \$2 million per year will be needed to sustain Nevada's grant project outcomes and ongoing improvements and maintenance to the [SLDS]. In that regard, I am committed to working with all stakeholders to support this important project" (APPENDIX B). Sustainability is imperative to continue the "next steps" in the SLDS project, including NDE retention of the project Education Programs Professional (EPP) supported by grant funds in project Year 3 to create a plan for professional development, training, technical assistance, and mentoring for PreK-12 and postsecondary educators, parents/families, researchers, workforce, and business/industry leaders. Implementation of the plan will be a key focus of efforts to continue the grant project beyond the end of the grant period.



In 2013, the 77th regular session of the Nevada Legislature will convene on February 4, in which the Governor will support appropriation for the sustainability of the project (APPENDIX B, Letter of Support). The EPP position hired in Year 3 of the grant project, other necessary personnel at the three agencies required for continued enhancement and sustainability, and equipment, software, and maintenance are anticipated to be sustained through ongoing State appropriation based on AB222 and Executive Order 2011-17. As such, the grant funded EPP position sustained post-grant period will provide ongoing, statewide, in-depth, broad scope, diverse programs to expand the opportunities and availability of varied venues for professional development, training, technical assistance, and mentoring for all end-users.

Technical Requirements

Privacy Protection and Data Accessibility: *How the Nevada SLDS will ensure the confidentiality of individual data, consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other State laws or regulations concerning the confidentiality of individual records.*

The USPI matching system will receive only an individual's personal information necessary to generate an accurate match. Once the record is matched and a USPI is assigned, the UIDs of NDE, NSHE, and DETR are cross-referenced in a table that will allow for the query of data using the USPI and no personal identifiable information will be passed. Strong encryption methods will be used to pass the initial request from the originating agency to the USPI system. No permanent student level data will reside on the USPI system at this time. Personal information will be used only to make the initial match and then purged from the system. This phase of the overall SLDS project will only allow secured access to the system; there is no public output produced by the USPI system. Future phases of the system could include public or research access to depersonalized data made available through the USPI system.

The Nevada system will include a data dictionary that defines the elements required to make a person match within the USPI system and the standard format in which those elements must be presented to the USPI. There will be no public documentation as a result of this phase of the SLDS project. The NDE currently has the data dictionary published for the SAIN system on the Nevada Education Portal (Bighorn). This dictionary contains all the data elements currently housed in the K-12 SAIN. As Nevada expands the statewide SLDS as a result of building a USPI system, the NDE data dictionary will be incorporated into a statewide dictionary and made available to the public, policymakers, and for research purposes. Although the Nevada system will not include public documentation as a result of this phase of SLDS enhancement, future expansion may allow additional data to be accessible to additional consumer users for specific purposes.

Data Quality: *How the Nevada data system will ensure the integrity, security, and quality of data. The Nevada ongoing plan for training those entering or using the data, as well as procedures for monitoring the accuracy of information.*

The SAIN system has a Data Validation Report (DVR) system that performs routine data validation on upload of the records from each LEA. These routines create a series of validation reports that are then distributed back to the LEA for remediation. As the K-12 SAIN is simply a



data collection and warehouse site, data are not corrected by direct access. Records are corrected at the LEA and then re-uploaded into SAIN. This process occurs nightly so that data are refreshed daily. This DVR system is designed to ensure the quality of data collected by NDE. It is the intention of this project to use similar proven data quality feedback reports to ensure data quality in the USPI system and in the future SLDS. The analysis provided early in this project will investigate the establishment of a data audit function to perform periodic physical data audits at NDE, NSHE, and DETR to further enhance the quality of data.

The NDE and the Governor's Office have recently partnered in offering several data quality campaign workshops which were attended by representatives from all LEAs, policymakers, and higher education institutions. NDE, the Governor's Office, the National Data Quality Campaign, and West Ed⁸ continue to work together to provide data quality training. As part of the 2007 SLDS grant awarded to Nevada, the NDE has a professional trainer on staff who is responsible for conducting training in every LEA on the use and maintenance of data and the applications and tools available on the Nevada Education Portal (Bighorn). This training stresses the importance of quality data input and timely remediation through the DVR system. The EPP position that will be funded in this 2012 proposed project will be responsible for creating a data use professional development program to educate LEA, NDE, NSHE, and DETR personnel on how to effectively use the data available in a SLDS to inform institution improvement and policy decision-making and improve all services provided to students, educators, and the workforce.

Interoperability: *How the Nevada SLDS will use a common set of data elements with common data standards to allow interoperability and comparability of data among programs.*

The NDE is currently exploring the possibility of creating a beta "Blue Box" built on Common Education Data Standards (CEDS) v2.0 to be released in early 2012. The current architecture of the SAIN system allows for an external data source to be populated. NDE will study the CEDS 2.0 standards and determine the resources required to map the data elements from the SAIN system into the "Blue Box". NDE anticipates the internal feasibility study would be looking at the benefits of linking the USPI system to a "Blue Box" as opposed to the current SAIN database. Common data standards for all three agencies (NDE, NSHE, DETR) will be developed in a future phase of the project and may utilize similar "Blue Box" technology depending on the outcome of the Needs Assessment defined in this application.

How any postsecondary data system(s) and/or workforce data system(s) developed under this grant will be linked to the Nevada K-12 SLDS, with a mechanism established for ongoing data exchange.

The Nevada USPI system will link the current NDE K-12 SLDS, NSHE, and DETR by enabling each agency to submit student and personnel records with the originator's unique identifier. That record will then be matched by the system and a USPI will be issued and a crosswalk table created within the USPI system. This crosswalk table will create the linkage between NDE, NSHE, and DETR to allow the exchange of the data elements defined in the

⁸ WestEd is a "... research, development, and service agency [that] works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults."



America Competes Act. Once the USPI is in place and the person tables from each agency have been matched, data can then be queried using the USPI or the agency UID and no personal information will be exchanged.

Enterprise-wide Architecture: *How the Nevada SLDS includes an enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis. The Nevada architecture inclusion of a system for assigning unique student identifiers, a data dictionary, a data model, and business rules. How the Nevada system will make data dictionaries publicly available.*

The proposed USPI system will link NDE, NSHE, and DETR data by a common State Unique Personal Identifier. The system that matches the records and generates the USPI will be an enterprise-wide system that will link the three agencies together. Because the system will match records based on a pre-determined set of meta-data, it lends itself to linking other agencies or systems as well. As long as the originating system has a UID for all existing records, meta-data can be staged in a pre-determined common format and then uploaded to the USPI system for a data match. Once the records are matched and a USPI is assigned, the new system is linked with the USPI crosswalk table and depersonalized records can now be exchanged. The USPI system could match data with the Department of Corrections, Department of Child and Family Services, Health and Human Services, Vital Records, or any other entity that could submit the meta-data necessary to perform the match in the pre-determined common data format.

A data dictionary will be maintained for the meta-data elements required for the USPI system and the business rules that govern those elements. NDE, NSHE, and DETR will develop a consolidated data dictionary post-grant period at the completion of the USPI process. This dictionary will serve as the catalog of elements available via the USPI system. All public data dictionaries will be made available based on the Needs Assessment recommendations.

Data Use Requirements (see Sustainability Plan description with Sustainability, page 12)

Secure Access to Useful Data for Key Stakeholder Groups: *How Nevada will provide appropriate and secure access to data to key stakeholder groups including policymakers, program staff from State level agencies that have the responsibility for postsecondary and/or workforce programs, institution-level staff, and external researchers.*

This phase of the proposed SLDS will not include granting stakeholders access to data. This phase of the project will pave the way for the data to be exchanged and then consumed by NDE, NSHE, DETR and other key stakeholders. It is the intention that the Needs Assessment will examine the data access levels in place at each agency and determine the appropriate roles or levels of security for the proposed system. These roles will only allow access to data the user has privilege to see. To avoid inference identification, data will be masked when the data set is less than 20 records. The current K-12 SLDS uses this type of role based security access. The basic architecture should allow secure access to data; the data will be depersonalized by the USPI matching process.



Data Use Deliverables: *How the Nevada SLDS will include deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs), such as reporting and analysis tools.*

The implementation plan to be delivered as part of this project will include a definition of potential stakeholders, as well as a plan to engage stakeholders once the data dictionary and business rules for the USPI system have been developed. The next phase of the project will be to have the stakeholder groups design the format for an updated high school data feedback report. This report will now have the ability to drill down to the student level. NSHE currently produces a high school data feedback report in the form of a remediation report. The report is an aggregate report that only reports down to the school level and has minimal personal information. This report is created by a very manual and labor intensive process. The deployment of the USPI system will now allow for the exchange of data necessary to make this data feedback report a student level report. Another outcome of the project will be the ability to electronically exchange the data elements required to create additional reports that provide information to postsecondary institutions about students who migrate to the workforce or do not earn jobs in their fields of study. Nevada is mandated by statute to collect this data and develop these reports, but is doing so with limited resource capacity. A USPI will enable NSHE and DETR to more easily identify students across agencies resulting in less manual effort to enable more efficient reporting.

The expanded capacity of the SLDS is the foundation for Nevada P-20W agencies to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. Systems, policies, and strategies must change to improve recruitment, retention, and graduation rates, while decreasing the secondary and postsecondary remedial rates. In part to accomplish the changes, a P-20W pipeline of extensive and valid data must support decision-making regarding secondary and postsecondary school improvement planning and implementation, curricula design and instructional delivery, shared test content and results, and implementation of programs to address specific and unique needs of growing student sub-populations. The ability to link data systems will enable outcomes that include, but are not limited to:

Grades 9-20

- Evaluation of the effect of high school enrollment patterns on remedial and college-level placement and performance, including establishment of a relationship between high school enrollment patterns and college continuation and performance (e.g., retention and graduation).
- Establishment of a relationship between student performance on high school proficiency exams (HSPE), high school course enrollment patterns, scores on postsecondary entrance and placement exams, and performance in postsecondary English and math coursework.
- Evaluation of the State college readiness standards based on postsecondary student performance.

Grades 9-20 and Workforce

- Guidance of secondary and postsecondary students and graduates toward appropriate careers based on workforce needs.
- Prioritize education and training programs to analyze their effectiveness in the workforce.



- Data from the SLDS that can be utilized in conjunction with the Advanced Career Information System that allows individuals to explore career choices.

Postsecondary, Workforce, Consumers

- Analysis of data to inform decision-making on how to address workforce needs and determine if Nevada students who receive degrees in high-need fields remain in Nevada for employment (high-need includes, but is not limited to, nursing, other healthcare, STEM, education).
- Detailed, customizable reports produced on enrollment progression based on demographic, P-20 and workforce variables, including analysis of data that provides information on why students do or do not continue into postsecondary education.
- Mitigate remediation and determine appropriate course placement in postsecondary education.
- Nevada Report Card, 2011 Nevada Growth Model for education, College Remediation Report, 10 year workforce projections, specialized data requests for researchers.

Training on Use of Data Tools and Products: *How the Nevada system will include a professional development program to prepare end-users to effectively use the data use products.*

During Year 3 of the grant and continuing post-grant period, the grant funded EPP focus will be to create a PreK-20W professional development program to implement post-grant period.

The professional development program is not included as a grant project deliverable, because the final plan and initial implementation is not expected to be completed by the end of the grant project. However, it is imperative that the program development begin during Year 3 of the grant project. The program will consist of training, technical assistance, and mentoring in the world of data, data collection, data analysis, and data use to inform decision-making, improve delivery of services to students and the workforce, and improve and expand systems for maximum efficiency and cost return on investment. Instruction, technical assistance, and mentoring will include website use, continual feedback from participants, consolidation of information and best practices.

A priority area of focus is to create a program for K-12 educators that includes mentoring beyond initial training. Ongoing mentoring will be particularly important for teachers to effectively use the new Nevada Growth Model (NGM). The NGM was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14. The NGM is a collaborative of Nevada LEA and Nevada education leaders working with other states, such as Colorado, and with Dr. Damian Betebenner of the Center for Assessment. The NGM measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, "How much progress on statewide assessments did a student or group of students make in one year, as compared to academic peers across the state?" Examining student academic growth will assist LEA and school educators to better plan learning experiences to support students to achieve higher levels of academic performance.



Professional Development on Data Use: *How the Nevada system will include a professional development program to help end-users effectively interpret and apply the data to inform decision-making and improve practices.*

Participants will be expected to become proficient in the "who, what, where, when, why, how, how much, how many, so what" of data. Teachers may be incentivized to participate by earning continuing education units (CEUs) for their license renewal requirements. Education administrators will be encouraged to use the training to their advantage to support the production of their School Improvement Plans and implementation of those plans. Parents/families will have multiple opportunities in varied venues to be able to participate in online and on-site trainings and receive support so that communication can be improved with teachers and school administrators, resulting in their children's needs met in a timely and individual specific delivery of services. DETR employees and consumers will be offered opportunities to participate in trainings and receive ongoing technical assistance. Business and industry leaders will be encouraged to support their employees in participating so that a consistent, coherent workforce is educated in the power of use of high-quality data.

Evaluation of Data Products, Training, and Professional Development: *How the Nevada system will include a process for evaluating the effectiveness of the data use deliverables, and training and professional development programs.*

As an integral component of the professional development and training plan, the grant funded EPP will design and implement an assessment plan for professional development, trainings, and technical assistance. Evaluation may include, but not be limited to, focus group feedback, online surveys, online training "hit counters" and satisfaction surveys, personal interviews, and assessment of integration of use of data in curricula, school improvement plans, school efficiency, parent satisfactions, and numerous other evaluation methods and processes. The EPP will develop and produce a quarterly newsletter and annual report on the efficacy of the program.

Partnerships with Research Community: *The Nevada policy for the processing of requests for data for research purposes and for communicating the scope of data available for analysis.*

The NDE has developed a Data Access and Use Policy to govern the requests for data use (APPENDIX A).

How Nevada partnerships with internal and/or external research groups will assist in answering questions that can inform policy and practice.

The Nevada USPI system will allow for data to be queried and reported without the use of personal student information while still producing depersonalized student level data. This data may be made available through a public portal for research and consumption. The Nevada SLDS will conform to current data access and use policies and restrict private viewing of student level data based on pre-defined access roles. All public research findings will be made available based on the Needs Assessment recommendations. Senate Bill 449 (SB449) mandates that NSHE track students into the workforce to see if they have been employed, and are in their field of study.



DoIT Technology Investment Request final approval process	GM, LH, DP	2-Jul-12	20-Jul-12	project - all
Prepare TBH agency personnel requests & MSAs. Submit to NV Dept. of Administration for approval, pending IFC award approval	GM, LH, DP	16-Jul-12	31-Jul-12	project - all
Submit grant award to IFC for approval	NDE SPI	8-Aug-12	14-Sep-12	project - all
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	17-Sep-12	17-Sep-12	project - all
Agency personnel hiring process conducted and finalized, personnel in place. MSA contractor hiring process, PM & SYS contractors in place	NDE SPI & GM; NSHE leadership & LH; DETR leadership & DP	24-Sep-12	2-Nov-12	project - all
Purchase supplies	GM	2-Nov-12	TBD	project - all
NA: Determine existing databases, NDE, NSHE, DETR	SYS	15-Oct-12	14-Dec-12	1.1.1.1
NA: Define data elements to be collected and made available to the system	SYS	14-Dec-12	15-Jan-13	1.1.1.1
NA: Define UID elements in use currently and perform an analysis on validity of data and potential crosswalks for matching purposes	SYS	15-Jan-13	29-Mar-13	2.1.1.1
NA: Define levels of data access	SYS, BPA2	15-Feb-13	29-Mar-13	1.1.1.1, 1.1.1.2
NA: Define rules currently governing all essential data elements	SYS, BPA2	15-Feb-13	29-Mar-13	1.1.1.1, 1.1.1.2
NA: Create GAP analysis	SYS	29-Mar-13	31-May-13	1.1.1.1, 1.1.1.2
Produce and submit interim Year 1 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final Year 1 grant report to USED-IES	PM	1-Jun-13	28-Jun-13	project - all



YEAR 2: July 1, 2013 - June 30, 2014				
NDE Personnel: 1.00 FTE: PM, DBA, 3 P/Ds, BPA - 0.25 FTE: SYS				
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	1-Jul-13	1-Jul-13	project - all
Finalize grant project implementation plan	PM, GM	3-Jun-13	31-Jul-13	1.1.1.1, 1.1.1.2
Draft Executive Summary	PM, GM	3-Jun-13	31-Jul-13	1.1.1.1, 1.1.1.2
Purchase equipment, supplies, other	GM	31-Jul-13	TBD	project - all
Analysis for design or expansion of USPI	SYS	30-Jun-13	30-Sep-13	2.1.1.1
Gather, review, consolidate requirements from each agency for USPI	BPA2	20-Aug-13	31-Dec-13	2.1.1.1
Perform analysis of requirements and create potential data model design	BPA2, DBA	30-Oct-13	31-Dec-13	1.1.1.1, 2.1.1.1
Define UID to be used by each agency and requirements to develop deterministic and probabilistic matching routines	BPA2	30-Dec-13	28-Feb-14	2.1.1.1
Determine data mapping standards	BPA2, DBA	30-Dec-13	28-Feb-14	2.1.1.1
Develop business processes necessary to create USPI and populate the SPI locally	BPA2	30-Dec-13	28-Feb-14	2.1.1.1
Define data validation requirements necessary to commit data to the Exposure database	BPA2, DBA	30-Dec-13	28-Feb-14	2.1.1.1
Develop security role requirements necessary to access pre-defined data security levels	BPA2	30-Jan-14	28-Feb-14	2.1.1.1
Design data model for incorporation of USPI	SYS, DBA	28-Feb-14	28-Mar-14	2.1.1.1
Design system architecture for creation of USPI	SYS, DBA	28-Feb-14	28-Mar-14	2.1.1.1



Develop report requirements for High School feedback reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Develop requirements for College and career readiness reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Develop requirements for workforce transition reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Design data collection and validation system	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Design data validation work flow for each agency	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Develop security matrix and integrate with existing SLDS access roles	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Design interface for initiating a USPI and returning the USPI to the requesting agency	SYS, DBA	28-Mar-14	30-May-14	2.1.1.1
Develop requirements for public facing data tools for viewing to be appended to implementation plan	BPA2	30-Apr-14	30-Jun-14	1.1.1.2
Build database table schema based on pre-determined data standards for creation of USPI	P/Ds, DBA	30-Mar-14	30-Jun-14	2.1.1.1
Produce and submit interim Year 2 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final Year 2 grant report to USED-IES	PM	1-Jun-15	30-Jun-15	project - all
YEAR 3: July 1, 2014 - June 30, 2015				
NDE Personnel: 1.00 FTE: PM, DBA, BPA, EPP, 3 P/Ds				
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	1-Jul-14	1-Jul-14	project - all
Purchase supplies, other	GM	1-Jul-14	TBD	project - all



Build system interfaces to commit records to the USPI generator	P/Ds, DBA	30-Mar-14	30-Jul-14	2.1.1.1
Create links necessary to populate USPI back to the requesting agency	P/Ds, DBA	30-May-14	30-Jul-14	2.1.1.1
Design standard report format for use across system	SYS, DBA	30-Jul-14	30-Aug-14	1.1.1.2
Extend current database schemas at each agency to accommodate USPI	P/Ds, DBA	30-Jun-14	30-Sep-14	2.1.1.1
Develop or enhance data validation routines to perform deterministic and probabilistic record matching routines	P/Ds, DBA	30-Jun-14	30-Sep-14	2.1.1.1
Develop interface to deliver results of data match back to each agency	P/Ds, DBA	30-Aug-14	30-Nov-14	2.1.1.1
Create mapping process at each agency to populate USPI	P/Ds, DBA	30-Aug-14	30-Nov-14	2.1.1.1
Perform integration testing of USPI upload process	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Perform integration testing of USPI generation	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Perform integration testing of re-population of USPI at NDE, NSHE and DETR	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Develop a data dictionary of all elements required for current manual reporting of feedback and transition reports	EPP	30-Sep-14	30-Dec-14	2.1.1.1
Test functionality of USPI upload process	BPA, P/Ds, DBA	30-Dec-14	30-Jan-15	2.2.1.1
Test functionality of USPI generation	BPA, P/Ds, DBA	30-Dec-14	28-Feb-15	2.2.1.1



Create a professional development and training program for P-20W stakeholders on the use and maintenance of the USPI system	EPP	30-Dec-14	30-Mar-15	2.2.1.1
Test reliability of data match and USPI generation	BPA, P/Ds, DBA	28-Feb-15	30-Mar-15	2.2.1.1
Test the re-population of USPI at NDE, NSHE and DETR	BPA, P/Ds, DBA	30-Mar-15	30-Apr-15	2.2.1.1
Validate the USPI application meets all requirements defined in the requirements phase	BPA, PM	30-Apr-15	29-May-15	2.2.1.1
Deploy code for USPI upload to production	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Deploy code for USPI Generator	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Deploy code for USPI repopulation routines	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Validate deployment	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Produce and submit interim Year 3 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final grant report to USED-IES	PM	1-Jun-15	30-Jun-15	project - all
SUSTAINABILITY Beyond the Grant Period				
Validate USPI upload process is working as designed	BPA	30-Jun-15	30-Aug-15	2.2.1.1
Validate USPI generation is working as designed and meets the minimum match criteria	BPA	30-Jun-15	30-Aug-15	2.2.1.1
Validate the re-population process at NDE, NSHE and DETR	BPA, EPP	30-Jun-15	30-Aug-15	2.2.1.1
Document any system deficiencies or bugs in the USPI application	BPA	30-Jun-15	30-Aug-15	2.2.1.1



Create and produce a sustainability report that includes lessons learned, as well as next steps to be developed to enhance the P-20W data links	BPA, EPP, ITM	30-Aug-15	30-Sep-15	2.2.1.1
Submit sustainability report to Governor, P-16 Council, partner agency's leadership, and legislators for funding appropriations for sustainability	GM, LH, DP	5-Oct-15	5-Oct-15	project - all

d) PROJECT MANAGEMENT and GOVERNANCE PLAN

Where the project is located within the organizational structure of the State

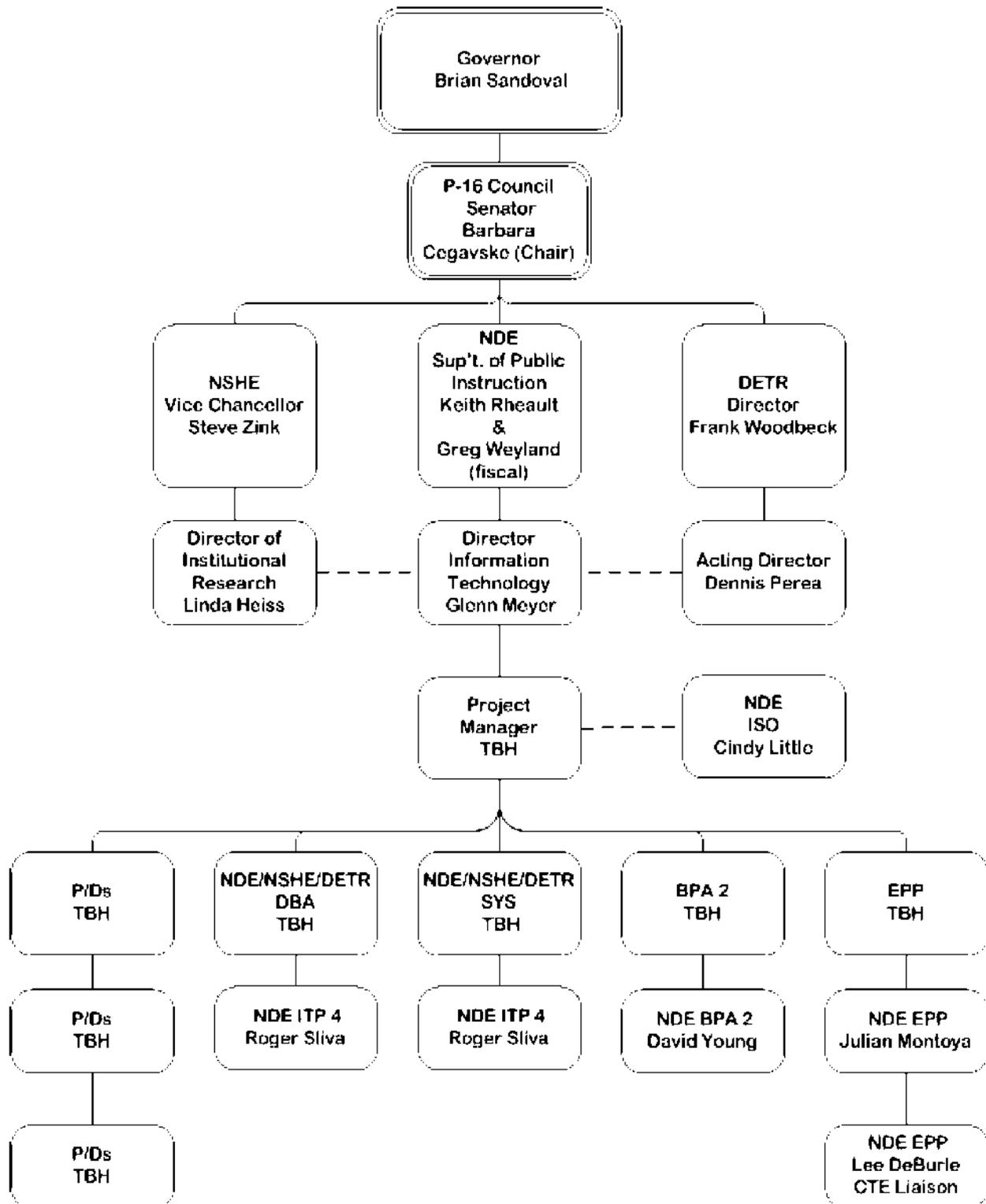
Nevada Revised Statute (NRS) 400.030 establishes the P-16 Advisory Council to coordinate education efforts ensuring that students are prepared for the transition from secondary to postsecondary education and careers. The Council consists of 11 appointed members with the Chancellor of the Nevada System of Higher Education and the Superintendent of Public Instruction serving as ex-officio members. Five members are appointed by the Governor, including representatives of higher education, elementary and secondary education, private business, and a parent of a student. Two members each are appointed by the Majority Leader of the Senate and Speaker of the Assembly including one member of the House of the Legislature that he or she represents, and one person who either represents higher education, elementary and secondary education, or private business. Two members each are appointed by the Senate and Assembly Minority Leaders, including members of the general public.

The Council is charged with powers and duties established in NRS 400.040 that include addressing the following:

- Methods to increase the number of students who enroll in higher education;
- Methods to ensure successful transition of students at all levels;
- Methods to link the data systems of public K-12 education and the public postsecondary education;
- Methods to ensure that coursework, standards, and assessments in secondary schools are aligned with postsecondary expectations;
- Methods to ensure collaboration among the business community, members of the academic community and political leaders to set forth a process for developing strategies for the growth and diversification of the economy of Nevada; and
- Policies relating to workforce development, employment needs, and workforce shortages in occupations critical to education, health, and safety.



Figure 4. Governance and Organizational Structure, Nevada 2012 SLDS Linking P-20W





Governance structure for the proposed project

Executive Order 2011-17 issued on October 7, 2011 further establishes the P-16 Advisory Council's authority to address data information systems. The Council has been charged with formulating recommendations that address the following and a member was assigned to oversee each:

- Identify resources including staffing, technology, and funding;
- Develop policies including what data is shared, how that data is shared, where it will be stored, how often updated, as well as who will conduct analysis and privacy considerations;
- Create a vision for the statewide longitudinal data system to ensure it will support the state's education and workforce needs; and
- Enact legislation necessary to carry out the recommendations.

Because DETR is an integral component in development of the SLDS, a motion was passed at the Council meeting on November 9, 2011, that an additional ex-officio member from DETR will be added to the Council. During the November 9 meeting of the Council following presentations of the status of the individual agency data systems and current data exchanges, it was determined that establishment of a sustainable SLDS will be the focus of the Council.

Management protocol that will be exercised in order to achieve the goals of the proposed project on time and within budget.

Reference: Figure 5. The Governor, under advisement from the P-16 Advisory Council, will have final authority in all aspects that relate to the SLDS and data sharing between NDE, NSHE, and DETR. The P-16 Council will communicate directly with the three agency leaders, Project Director Glenn Meyer, and the Project Manager. The agency and project personnel will be supported by the appropriate grant project and agency staff.

As the lead applicant, the NDE will act as the Fiscal Agent. Mr. Greg Weyland, NDE Deputy Superintendent of Administrative and Fiscal Services, will assign grant management duties to his staff and oversee all final allocations and auditing to ensure the project is in compliance with State and Federal regulations and requirements. He will maintain ongoing, frequent communication with NSHE and DETR fiscal managers.

The P-16 Advisory Council will be provided with grant progress reports (schedule TBD) and will make recommendations to Mr. Glenn Meyer, Project Director, and the Project Manager (TBH) regarding expenditures, modifications, and other subjects. Mr. Meyer and the Project Manager will then collaborate with Dr. Steven Zink, NSHE Vice Chancellor for Information Technology; Ms. Linda Heiss, NSHE Director of Institutional Research; and Mr. Dennis Perea, DETR Interim Director, to ensure all three agency leads are in agreement of the P-16 Council's recommendations. Mr. Meyer, Ms. Heiss, and Mr. Perea will report to their respective agency leadership for final authority to implement P-16 Council recommendations.

Personnel hired or contracted by each agency will take direction from and report directly to the Project Manager and the agency leaders as appropriate. The Project Manager will report to Mr. Meyer. Mr. Meyer and the Project Manager will collaboratively communicate with Dr. Zink, Ms. Heiss, and Mr. Perea. Existing agency support personnel will report to the grant project personnel responsible for specific areas of the grant project.



(e) STAFFING

How the project will be staffed and managed.

Key personnel will include 1) existing NDE, NSHE, and DETR information technology experts, 2) agency personnel to be hired as temporary grant project employees, 3) agency personnel to be hired as grant project employees who may be retained post-grant period, and 4) personnel hired as temporary contractors through the State bid process and/or through the State Master Service Agreement (MSA) process.

The NDE is the lead applicant (grantee) and fiscal agent. The NDE will award subgrants to NSHE and DETR to collaborate in the development of the SLDS. State and local stakeholders will comprise the key governance structure during and beyond the grant period (system sustainability). The current NDE and NSHE staff comprise the long-term, core group for the Nevada SLDS. Post-grant period and dependent on sustainable funding, these full-time and part-time experts will continue to guide, facilitate, and maintain data system expansion, enhancement, and training.

Entities responsible for approval and oversight of project activities

NDE EXISTING EMPLOYEES

Dr. Keith Rheault, Superintendent of Public Instruction

Lead applicant authority to whom Project Director Glenn Meyer will report. Along with Mr. Meyer and Mr. Greg Weyland, NDE Deputy Superintendent of Administrative and Fiscal Services, Dr. Rheault will report to the Governor and P-16 Advisory Council, as well as act as liaison with the Legislature.

Dr. Rheault was appointed as Nevada Superintendent of Public Instruction in March, 2004, and continues to serve the state in that capacity. Prior to his appointment as Superintendent of Public Instruction, Dr. Rheault had been employed with the Nevada Department of Education since 1986. During his tenure with the Department of Education, he has served as the Agriculture Education Consultant and State FFA Advisor for five years, Assistant Director and Director of the Office of Occupational and Continuing Education for four years, and as Deputy Superintendent for Instructional, Research, and Evaluative Services for nine years. Dr. Rheault received his Bachelor of Science and Master of Science degrees in Agricultural Education from North Dakota State University in 1976 and 1980, respectively. He earned his Doctorate from Iowa State University in Agricultural Education in 1985. While completing his Doctorate at Iowa State University, Dr. Rheault worked as an Adjunct Professor in the Agricultural Engineering Department teaching a variety of agriculture mechanics courses. (résumé included)

Mr. Greg T. Weyland, Deputy Superintendent of Administrative and Fiscal Services Grant fiscal oversight, Mr. Weyland and staff as assigned

Mr. Weyland graduated with a Bachelor of Arts in Finance from Minnesota State University at Moorhead, MN and a Masters in Business Administration from Boston University in Boston, MA. He is also a Certified Public Manager (CPM) and certified as a Grants Manager. As Deputy Superintendent of Administrative and Fiscal Services for the Nevada Department of Education, Mr. Weyland is responsible for all the NDE budgeting, purchasing, grants management, and accounting areas, as well as financial and statistical reporting, State



Distributive School Account (DSA), child nutrition and health education programs, information technology services, indirect cost proposals, and the NDE audit functions.

Prior to his appointment as Deputy Superintendent in June 2010, Mr. Weyland was a Division Administrator in the Nevada Department of Personnel and the Deputy Agency Director for the State Substance Abuse and Prevention Agency. With over 20 years of Nevada state service, he also worked in Local Government Finance at the Department of Taxation and in Investigations for the Gaming Control Board.

His other professional experiences include being a Vice President for a Public Gaming Corporation, which was traded on the NYSE and CFO for two casino properties. In addition Mr. Weyland spent three years overseas developing gaming operations for the Department of Defense in Europe, Korea, Japan, and Panama.

Mr. Glenn Meyer, Director of Information Technology Grant Project Director, est. time commitment Yrs. 1, 2, 3: 0.40 FTE (40%)

Glenn Meyer is currently the Director of Information Technology for the Nevada Department of Education. He is responsible for the development and operations of the statewide longitudinal data system known (SAIN). This network is a warehouse of student data from every public and charter school in Nevada. In addition to the SAIN system, the Information Technology Department develops applications, distributes reports, and provides data sets to inform educators and give them the tools they need to make better decisions. The IT Department under Glenn's direction has been successful in developing a platform to deliver the new Nevada Growth model, a new application for issuing and delivering Teacher Licenses, an Electronic Student Transcript application and is currently working on applications to collect and report on Pre-K, postsecondary and workforce data as well as an interactive dashboard that will allow users to create custom views of the data in the warehouse.

Prior to coming to the Department of Education Glenn worked for the Nevada Division of Welfare and Supportive Services as the Chief of Information Technology for the past 12 years. In this capacity he was instrumental in growing the Division from a single mainframe legacy application to over 28 server based WEB applications and increasing the infrastructure from a few servers to several hundred servicing over 25 locations, 1,200 employees and 300,000 clients statewide.

Before Glenn came to work for the State of Nevada, he worked in the banking industry for eleven years. He had several roles during his banking career, starting out as a mail courier for Valley Bank of Nevada and promoting to part-time computer operator, Manager of data processing and Assistant Manager of the Northern Operations Division for Bank of America, Nevada. He also worked as the MIS Director for Nevada Banking Company. (résumé included)

Ms. Cindy Lou Little, Information Technology Professional III - ITP3, NDE Information Security Officer (ISO) Grant IT Security Officer, est. average time commitment Yrs. 1-3: 0.50 FTE (50%)

Ms. Little has extensive experience and expertise in information technology and information security. She has worked for the NDE since 1997 and is currently in charge of desktop support and operations, information security for all NDE systems, and supervises a NDE Help Desk technician. She is the FERPA officer for NDE and collaborates with NDE employees,



LEA personnel, and the NDE Director of Information Technology. Ms. Little continuously avails herself of online trainings to update her knowledge and skills. She attends the Nevada State Security Committee meetings once per month, which involves State policy and procedure writing for all State agencies and include an Information Security Officer (ISO) from all State agencies.

Mr. Julian Montoya, Assistant Director, NDE-APAC Grant Data Quality and Education Programs Specialist, est. time commitment Yrs. 1, 2: 0.15 FTE (15%). est. Yr. 3: 0.40 FTE (40%)

Mr. Montoya will collaborate with the project staff on data quality issues. In project Year 3 and post-grant period, he will work with the project EPP to ensure the quality and scope of the design of the professional development, training, technical assistance, and mentoring program.

Mr. Montoya first joined the NDE in March of 2006. He was employed by the state of Nevada as a Licensed Marriage and Family Therapist from 2002-2006. Prior to this position Mr. Montoya worked as a Nevada School Counselor in the rural districts. He received his Masters in Education in 1998. In his current position, Mr. Montoya is the Assistant Director over the Program Accountability section within the APAC office. He oversees the Accountability Report Card, AYP, EDfacts, and is the IT liaison for the APAC office. (résumé included)

Mr. Roger Sliva, Information Technology Professional IV - ITP4 Grant IT support, est. time commitment Yrs. 1-3: 0.20 FTE (20%)

Mr. Sliva is the IT Professional IV and senior technical resource for the Nevada Department of Education. He has held his current responsibilities over Nevada student, teacher, school, and accountability databases and systems since 2006. He earned his BA degree from the University of California, Riverside. Mr. Sliva has worked in the IT industry since 1979, with most of his experience coming in State and Federal government positions with emphasis on enterprise database-backed systems and data integration. He has worked for the State of Nevada in enterprise IT for 16 years and was the Nevada State Enterprise IT Architect with the Department of Information Technology from 2004 to 2006. Mr. Sliva is fluent or capable in most common application and database technologies including, but not limited to, C, C++, C#, HTML, Java, SQL, Visual Basic, XML, SQL Server, Oracle, requirements definition, systems planning, specifications, software testing, and life-cycle management. (résumé included)

Mr. David Young, Business Process Analyst II - BPA2 Grant BPA support, est. time commitment Yrs. 1-3: 0.20 FTE (20%)

Mr. Young is a Business Process Analyst II with the Nevada Department of Education. He supports major NDE processes, including the Distributive School Account (DSA), Student Assessment reporting, and Data Validation and Reliability programs. He initiated and leads the Nevada User Group for the 15 school districts and numerous charter schools using PowerSchool as their primary Student Information System, and he presented at the inaugural National PowerSchool User Group Conference in 2011. David has worked in Information Technology and Operations in industries including Process and Discrete Manufacturing, Software Development, and Finance industries since 1993. He earned a Bachelors degree in Computer Technology from



Eastern Washington University in 1983, and a Master of Business Administration degree from Seattle University in 2003. (résumé included)

Mr. Lee DeBurle, Education Programs Professional, Career and Technical Education – Career Technical Education Reporting System (CTERS) Grant CTE liaison and CTE Data expert support, est. time commitment Yrs. 1-3: 0.10 FTE (10%)

Lee DeBurle has worked with and in various data systems for both private industry and education over the past 15 years. Lee currently works for the Nevada Department of Education as the Career and Technical Education as the Education Programs Professional with oversight of the Career Technical Education Reporting System (CTERS). He is currently assigned to the Strategic Planning committee for developing the processes to assure valid and reliable data. He is also working with Accountability Redesign Committee which is working on the input to pursue flexibility from the current No child Left Behind requirements. (résumé included)

NDE PERSONNEL TO BE HIRED AS EMPLOYEES or CONTRACTORS

KEY PERSONNEL

To Be Hired (TBH), grant funded. The scope of qualifications, both grant project specific and required/desired for State of Nevada are listed here only for the Project Manager. For other positions, grant project specific qualifications are listed below; State of Nevada requirements are included in the BUDGET NARRATIVE. **MSA** indicates project personnel who will be hired as contractors through the State of Nevada Master Service Agreement process.

TBH MSA - Project Manager III (PM) Yr. 1: 0.75 (75%) FTE. Yrs. 2, 3: 1.00 FTE (100%)

In addition to State of Nevada required qualifications, the Project Manager will be responsible for the oversight of the project, administration of the deliverables, budget oversight, making recommendations in the hiring process, and reporting the status of the project to agency SLDS project staff and agency leadership. The PM will develop a communication plan and determine how all aspects of the project will be reported. This plan will include a responsibility matrix that defines the roles and responsibilities of all individuals included in the project plan. This position will coordinate individual project plans for each agency necessary to complete the goals of the grant. The project manager will create the project plan and will be responsible for the implementation of the deliverables. The PM will assist in drafting any Requests for Information (RFI) and Requests for Proposals (RFP) that may be required to implement the solution. The project manager will be required to deliver an implementation plan to construct or enhance the statewide SLDS that reaches beyond the scope of this project. This implementation plan will serve as a roadmap to NDE, NSHE, and DETR to move us toward developing a comprehensive SLDS that contains a definition of all elements to be shared by each agency, the security model that will govern such a system, the resources required to complete each phase of the plan, and a detailed cost breakdown of the costs associated with implementation. This position will report to the NDE Director of Information Technology, but will be responsible for coordinating the requirements of the project leads from NDE, NSHE, and DETR.



State of Nevada Required Qualifications include, but are not limited to, a minimum of five (5) years of project management leadership in a relevant functional or technical field, as well as the following experience and expertise:

REQUIRED QUALIFICATIONS

- Demonstrated ability in the following nine (9) additional project manager competencies:
 - Project Initiation and Solution Analysis
 - Activity Definition and Sequencing
 - Project Execution and Control
 - Request for Proposal (RFP) Processes
 - Procurement Planning
 - Cost Benefit and Return on Investment (ROI) Analysis
 - Vendor Evaluation
 - Performance Planning
 - Project Closeout
- Proven experience in managing risk and quality assurance, and more than one (1) vendor
- Demonstrated ability to coordinate between multiple agencies and project teams
- Demonstrated team building and leadership skills
- Successful project team experience on a similar type project
- Experience with project scheduling and work planning tools
- Demonstrated ability in the following six (6) project manager competencies:
 1. Scope Definition
 2. Communications Planning
 3. Resource Planning
 4. Schedule Development
 5. Risk Management
 6. Project Budget Management
- Proven experience with at least one (1) project management methodology used during previous projects
- Demonstrated ability in analytical and planning skills
- Professional behavior
- Effective people skills
- Effective verbal and written communications
- Leadership potential
- Ability to dedicate the required time toward managing the successful implementation of the assigned project
- Associate Degree or equivalent combination of education and experience in a relevant discipline.

Effective relationship management skills

- Effective communication skills in both verbal and written form to all levels of management.
- Demonstrated ability to speak at public meetings and testify before the State Legislature.
- Working knowledge of industry accepted methodologies, policies, standards, procedures and practices.



DESIRED QUALIFICATIONS

- Bachelors Degree or equivalent combination of education and experience in a relevant disciplineProject Management Institute (PMI) Certified Associate of Project Management (CAPM) certification or higher.
- Government related experience in an applicable functional or technical field.
- Successful project team experience on a similar project of similar size and magnitude.
- Functional experience and skills the requesting agency seeks.

TBH MSA - Systems Administrator/Analyst (SYS) Yr. 1: 0.75 FTE (75%). Yr. 2: 0.25 FTE (25%)

The SYS will conduct an in-depth Needs Assessment of the three agency systems and produce a detailed plan that will support achievement of project Goals, Objectives, Outcomes, and Deliverables. The SYS will coordinate work with the PM3 and agency leadership key personnel. The Needs Assessment is expected to be completed within 12 to 15 months and recommendations published to be presented to the Governor, P-16 Advisory Council, grant project agency leadership and 2012 SLDS grant project teams, and appropriate legislators during the 2013 Legislative Session to support the need for non-Federal funding appropriations for sustainability.

TBH MSA - Programmer/Developers (P/Ds) - 3 Yrs. 2, 3: 1.00 FTE (100%)

The Programmer/Developers will develop the code to build the applications necessary to meet the goals and objectives of this grant project. P/Ds will write, test, and document the systems required to create the USPI and make the USPI available for inter-agency data matching. They will be skilled in the individual programming languages in use at NDE, NSHE, and DETR. The developer positions will work independently to develop the internal processes at NDE, NSHE, and DETR necessary to commit data to the USPI and to receive the USPI and repopulate it in their respective systems. The P/Ds will coordinate their efforts to write the code to enhance or develop the SLDS to generate the USPI. These positions will perform integration testing and troubleshoot and repair deficiencies discovered in the user acceptance testing process. The developers will report directly to the PM with oversight from the project leads at NDE, NSHE, and DETR.

TBH NDE Employee - Database Administrator (DBA-ITP4) Yrs. 2, 3: 1.00 FTE (100%)

In addition to State of Nevada job qualifications and requirements, the DBA-ITP4 will be responsible for maintaining the data at NDE that populated the USPI system. This administrator will develop and maintain the tables that populate the USPI system based on the data standards defined in the planning objective. The DBA-ITP4 will coordinate ongoing database maintenance and optimization tasks with NSHE and DETR, as well as contribute to the development of additional data linkages. The DBA-ITP4 will ensure the data security model is developed and applied to data based on State and federal regulations (NRS, FERPA). This position will report to the NDE Director of Information Technology and coordinate work with the corresponding agency Database Administrators. The purpose of this position is to be able to sustain the data and the integrity of the USPI system beyond the end of the grant period.



TBH NDE Employee - Education Programs Professional (EPP) Yr. 3: 1.00 FTE (100%)

In addition to State of Nevada job qualifications and requirements, the EPP will be required for the ongoing analysis of data exchanged using the USPI match. The EPP will work with the BPA to define the data elements necessary for future reporting. The EPP will be able to produce advanced statistical reporting by processing and manipulating large educational data sets. The position will carry out parametric and non-parametric analysis to produce detailed college and career readiness reports, as well as coordinate with multiple agency data analysts to produce meaningful data feedback reports at the local school level. The EPP will design a USPI operability professional development and training program based on feedback from key stakeholder needs. **The professional development and training program will be implemented post-grant period as a component of sustainability for stakeholder use of the system; therefore, it is not included as a deliverable in this grant project proposal.** The EPP will coordinate efforts with the Project Manager and report to project leadership.

TBH NDE Employee - Business Process Analyst II (BPA2): Yrs. 2, 3: 1.00 FTE (100%)

In addition to State of Nevada job qualifications and requirements, the BPA2 will coordinate efforts with the Project Manager to collect and develop the requirements necessary to meet the project Goals, Objectives, Outcomes, and Deliverables. The BPA2 will define the business processes necessary to be used by the Systems Administrator /Analyst to write a detailed design document. This analyst will coordinate efforts with partner agencies to define the business rules to be commonly used and the way in which the data standards will be applied, and define common reporting formats. The BPA2 will perform system functionality testing by developing test plans and assisting in user acceptance testing. The BPA2 will implement a bug tracking process and track all system bugs and coordinate remediation with the appropriate DBA. The purpose for this position is to develop the system requirements in coordination with NSHE and DETR necessary to develop the USPI system and assist in the coordination of any future development and maintenance of the USPI system and P20-W data exchange. This position will report to the Project Director and coordinate efforts with the PM, SYS, and EPP.

NSHE EXISTING EMPLOYEES

Dr. Steven Zink, Vice Chancellor for Information Technology

On April 1, 2011, Steven Zink was appointed Vice Chancellor for Information Technology for the Nevada System of Higher Education. In this capacity he oversees the operation of **System Computing Services (SCS)**. SCS provides information technology services for NSHE and its institutions, affiliates, and partners. Dr. Zink provides oversight of the NSHE **iNtegrate Project**, a new systemwide student services system for applications, enrollment, registration, and financial aid. From 1993 to present, he served as Vice President, Information Technology and Dean, University Libraries at the University of Nevada, Reno (UNR). Previously, he held the position of Director of Public Services at UNR from 1980 through 1992. Prior to joining UNR, from 1979 until 1980, he was a librarian at the College of Wooster in Ohio. Dr. Zink earned a B.S. in history from Indiana State University, an M.A. in history from the University of Wisconsin, an M.L.S. in library and information science from Louisiana State University, and a Ph.D. in information systems from Nova Southeastern University.



Ms. Linda Heiss, Director of Institutional Research Inter-agency liaison. Oversight and authority for NSHE project outcomes. Grant project average est. time commitment Yrs. 1, 2, 3: 0.20 FTE (20%)

Linda Heiss directs research and analytical studies that support informed decision-making, planning, and accountability efforts on behalf of the Board of Regents, Chancellor, and System Administration. Ms. Heiss collects and reports official system-wide enrollment data, utilizes the NSHE data warehouse and other State and national data resources to conduct analytical studies measuring student success, and develops information and reports to meet annual reporting requirements, including data related to remedial enrollment, diversity, and faculty workload. She works with the Nevada Department of Education and school districts to produce high school feedback reports. She has a comprehensive knowledge of research methodologies and analytical approaches, is proficient at managing, retrieving, analyzing, and summarizing information from large relational databases, and has an established record of meeting deadlines and working within budgets. Ms. Heiss has a Master's degree in Educational Leadership from the University of Nevada, Reno, received a Fulbright to Germany in 2000, and has been employed in Nevada's higher education system since 1991. The focus of Ms. Heiss' dissertation is the alignment of high school to college-level mathematics. Ms. Heiss wrote and administered U.S.A.I.D. grants for the University of Nevada, Reno to develop and host training programs for Eastern European groups on topics such as banking and finance and building democracy. (résumé included)

NSHE PERSONNEL TO BE HIRED AS EMPLOYEES or CONTRACTORS

TBH NSHE Employee - Senior Systems Analyst (SSA), 1.00 FTE (100%), Yr. 2

The Senior Systems Analyst will be responsible for the installation, customization, monitoring, maintenance, and diagnostics of computing platforms and operating. The SSA will work with other analysts to ensure the availability, security, and integrity of the computing platforms and operating systems to help ensure optimum response time to users and to provide the necessary development environment for developers. The SSA will be responsible for service delivery in the following ways: 1) Monitor and tune the performance of the hardware platforms and system software for optimum efficiency; 2) Research, evaluate, test, and install new hardware environments, operating systems, utilities, and program products; 3) Plan, install, and provide technical support and expertise for the operating systems, utilities, and project products; 4) Document hardware and software inventories and maintain comprehensive operating procedures, problem/change data, and systems software libraries; and 5) Perform knowledge transfer to mentor and train other SCS System staff, provide advice and guidance for other systems analysts, and be involved in creation of development plans to grow the necessary expertise in other system staff members.

TBH MSA - Consultant, USPI matching system, 0.50 FTE (50%) each Yrs. 2, 3.

The exact position is TBD, but may be a Database Administrator (DBA-ITP4). In addition to State of Nevada job qualifications and requirements, the DBA-ITP4 will be responsible for implementing the USPI system. This administrator is responsible for data migration, integration, and data mapping, hub data model configuration, and knowledge transfer. The DBA-ITP4 will contribute to the development of additional data linkages. The DBA-ITP4



will ensure the data security model is developed and applied to data based on State and federal regulations (NRS, FERPA). This position will report to the NSHE Vice Chancellor of Information Technology and coordinate work with the corresponding agency Database Administrators.

DETR EXISTING EMPLOYEES

DETR Personnel Summary

DETR technical project participants will include experienced database administration, project management staff, and business analyst staff, as well as contract programming staff from the Nevada Master Services Agreement (MSA). MSA contract staff will be used to complete and test primary data extract programming services required to complete the interface to the NSHE longitudinal database. Additional DETR technical resources will be engaged as necessary to ensure network connectivity, interface operation, and process monitoring.

Mr. Frank Woodbeck, Director

Final authority regarding all DETR project decisions and to whom Mr. Perea will report. Legislative liaison.

Frank Woodbeck was appointed in September, 2011 by Governor Brian Sandoval. In this role, Woodbeck is responsible for the daily operations of four divisions with a staff of 1,070. DETR encompasses the Employment Security Division, Rehabilitation Division, Equal Rights Commission, the Research and Analysis Bureau, and the Information Development and Processing Division. These divisions are responsible for administering unemployment insurance benefits program, employment and training through the Nevada JobConnect and providing employment services for people with disabilities. The department also includes the Equal Rights Commission which is responsible for investigating complaints of discrimination in the workplace.

Prior to his position as Director of DETR, Woodbeck, served as the Director of Las Vegas Operations and Workforce Initiatives with the Nevada Commission on Economic Development (NCED). In that position, he was responsible for economic development activity in coordination with the local development authorities in southern Nevada; and for providing advice and guidance to create employment and training opportunities for new and emerging companies throughout the state.

Previously Woodbeck served in a unique cross-agency role as a strategist in workforce development with the Nevada Department of Employment Training and Rehabilitation (DETR), specializing in green and renewable energy initiatives.

To his credit, Woodbeck also served as a Commissioner on the Nevada Commission on Economic Development, appointed by Governor Gibbons in July 2007 until stepping down in October 2009 to accept a staff role with NCED.

Woodbeck has a 36 year background in the communications industry, beginning as a sales executive for an AM radio station in Buffalo, owned by Capital Cities Communications. He subsequently became Sales Manager for the station, and President and General Manager, a first for an African-American in that renowned broadcast company.

After four years as President and General Manager, he was tapped to launch an advertising sales division for Capital Cities Cable. Although the cable division was sold to the



Washington Post Company two years later, he remained to build the advertising sales operation over the next five years from its infancy to a multi-million dollar sales operation.

He later returned to Capital Cities, which had become Capital Cities / ABC, after they purchased the American Broadcasting Companies. He became the Vice President – Affiliate Relations for the ABC Radio Networks. He was ultimately responsible for affiliate relations for over 3,000 radio stations throughout the United States, and was overseeing the Dallas and New York offices for Affiliate Relations prior to leaving in 2000.

Woodbeck is a native of Buffalo, New York and is a graduate of the University of Buffalo with a Bachelor of Science Degree in Business Management. He has also studied graduate courses at the University of Buffalo and Harvard University. He is also a veteran of the U.S. Air Force. Woodbeck and his wife Suzan Hudson reside in Las Vegas.

Mr. Dennis Perea, Interim Director, DETR

Mr. Perea is currently the Interim Director of DETR. He confers with division administrators regarding day-to-day operational issues and ensure implementation of administrative directives, policies, and guidelines among divisions. He maintains a detailed knowledge of State government functions and organization, department policies, administrative guidelines, and applicable laws and regulations, legislative processes related to passage of laws and the department's budget structure, expenditure of funds, business operations, and funding sources; functions, operations, and activities of all divisions within the department.

Mr. Perea was formerly DETR Deputy Director responsible for representing the director in a manner which reflects his philosophies and management style. He made assignments to division administrators, based on the director's instructions, for studies or projects involving such matters as program coordination, administrative policy, budget, internal controls, and report preparation. Mr. Perea was tasked with making evaluative judgments regarding the efficiency of agency operations, effectiveness in reaching established goals and objectives, organizational structure, and legislative intent.

Prior to DETR, Mr. Perea was Administrator for the Nevada Equal Rights Commission. He oversaw handling of employment discrimination complaints relating to race, national origin, color, religion, sex (gender and/or orientation), age (40+), and disability, as well as discrimination complaints in public accommodations and housing.

He has served as an Internal Auditor responsible for conducting audits on accounts, records, activities, operations and/or internal controls of the Department to ensure compliance with State and Federal rules and regulations and legal requirements and/or proper safeguarding of agency funds. (résumé included)

Database Administrator-ITP4, 0.10 (10%) FTE

The DBA-ITP4 will be responsible for working with the programmers and the DETR project Coordinator to identify back-end DETR systems and data sources, to participate in the technical design of the DETR system interface, including the set up and securing of staging areas, and to participate in deployments. The DETR DBA will assure that data security requirements are met at DETR. The DBA-ITP4 will, as necessary, coordinate efforts with technical staff at NDE and NSHE. The position will sustain the data and the integrity of the DETR side of the USPI system beyond the end of the grant period.



Business Process Analyst III (BPA3) Yr. 1: 0.20 FTE (20%); Yrs. 2, 3: 0.25 FTE (25%)

The DBA will work as a Process Analyst with the project data analysts to identify DETR systems of record and corresponding data elements. The DBA will participate in data definition and data mapping activities relevant to DETR and will serve as DETR's primary subject matter expert on DETR's business operations, business rules, and data definition. The position will participate in requirements analysis as well as testing. The DBA will collaborate with the DETR Coordinator and other project personnel as required.

DETR PERSONNEL TO BE HIRED AS EMPLOYEES or CONTRACTORS

TBH DETR Employee - Programmer-ITPIII (ITP3) Yr. 2: 0.05 FTE (5%); Yr. 3: 0.53% FTE (53%)

The DETR Programmer will be responsible for working with the DETR MSA programmer as well as the project coordinators, with the aim to ultimately take over the programming maintenance of the DETR side of the system interface. The DETR Programmer's role in the project will become more pronounced in the later stages of the project. The DETR Programmer will also work with the project PM, as well as the DETR Coordinator.

TBH DETR Employee - Coordinator-ITPIII (ITP3), Yr. 1: 0.20 FTE, Yr. 2: 0.25 FTE; Yr. 3: 0.55 FTE

The DETR Coordinator will be responsible for coordinating efforts between the core project team and DETR project team participants. He/she will also be responsible for participating in analysis and requirements, expediting work, calling DETR-specific meetings and preparing and distributing DETR-specific project communications among DETR stakeholders, including executives.

DETR MSA - Programmer/Developer (P/D), est. Yr.2: 1,300 hrs.; Yr. 3: 200 hrs.

The DETR MSA Programmer/Developer will develop the code necessary to meet the goals, objectives, outcomes, and deliverables of this grant project, from the DETR side of the system interface. DETR's MSA P/D will write, test, and document the systems required to extract, scrub, stage and transmit unemployment, wage, and workforce data required for inter-agency data matching. The P/D will be skilled in the individual programming languages in use at DETR. The DETR P/D will coordinate with the project programmers, the project PM, and the DETR Coordinator. This position will also perform integration testing and troubleshoot and repair deficiencies discovered in the user acceptance testing process, as needed. DETR's MSA programmer will be responsible for transferring knowledge to a DETR FTE programmer, who will sustain the solution.



NEVADA 2012 SLDS LINKING P-20W: TABLE of CONTENTS

(a) NEED for PROJECT	1
Introduction to Nevada: Geography, Population, Education, Workforce	1
Figure 1. State of Nevada	1
Nevada Geography	1
Nevada Population	2
Nevada Education	2
Table 1. Nevada K-12 Student Demographics, 2010-2011	2
Challenges	2
Current Status of NDE, NSHE, and DETR data systems	3
Priority Need for Nevada 2012 SLDS Linking P-20W	4
Figure 2. Nevada K-12 SLDS	5
Figure 3. Future P-20W USPI and Data Link Architecture (USPI and future SLDS)	7
NSHE Project Assumptions	8
DETR Project Assumptions	8
DETR Data Environment	9
Need for Project to Support Data Requirements for Current Nevada Grant Initiatives	9
(b) PROJECT DELIVERABLES RELATED to SYSTEM REQUIREMENTS and IMPLEMENTATION	10
Goals, Objectives, Outcomes, Deliverables	10
Governance and Policy Requirements	11
Need and Uses	11
Governance	11
Institutional Support	12
Sustainability and Sustainability Plan	12
Technical Requirements	13
Privacy Protection and Data Accessibility	13
Data Quality	13
Interoperability	14
Enterprise-wide Architecture	15
Data Use Requirements	15
Secure Access to Useful Data for Key Stakeholder Groups	15
Data Use Deliverables	16
Training on Use of Data Tools and Products	17
Professional Development on Data Use	18
Evaluation of Data Products, Training, and Professional Development	18
Partnerships with Research Community	18
(c) TIMELINE for PROJECT DELIVERABLES	19



(d) PROJECT MANAGEMENT and GOVERNANCE PLAN	25
Where Project is Located Within the Organizational Structure of the State	25
Figure 4. Governance and Organizational Structure	26
Governance Structure for the Proposed Project	27
Management Protocol	27
(e) STAFFING	28
How the Project Will Be Staffed and Managed	28
Entities Responsible for Approval and Oversight of Project Activities	28
NDE Existing Employees	28
NDE Personnel to be Hired as Employees or Contractors	31
NSHE Existing Employees	34
NSHE Personnel to be Hired as Employees or Contractors	35
DETR Existing Employees	36
DETR Personnel to be Hired as Employees or Contractors	38

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

APPENDIX B: LETTERS of SUPPORT

Dr. Keith Rheault, Superintendent of Public Instruction
Mr. Daniel Klaich, Chancellor, Nevada System of Higher Education
**Mr. Frank R. Woodbeck, Director, Nevada Department of Employment,
Training, and Rehabilitation**
Mr. Brian Sandoval, Governor
Mr. Harry Reid, United States Senator
**Ms. Barbara Cegavske, Nevada State Senator and Chair
of the P-16 Advisory Council**
Mr. David P. Bobzien, Chair, Nevada Legislative Committee on Education

Nevada County School District Superintendents

Dr. Carolyn Ross, Churchill
Dr. Dwight Jones, Clark
Dr. Ben Zunino, Eureka
Dr. Daniel W. Fox, Pershing
Dr. Robert Slaby, Storey
Dr. Heath E. Morrison, Washoe
Dr. Bob Dolezal, White Pine

Additional Information

Interlocal Agreement - NDE and NSHE
Interstate Interlocal Contract - State of Nevada, DETR, and NSHE

KEITH W. RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

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DEPARTMENT OF EDUCATION

700 E. Fifth Street
Carson City, Nevada 89701-5096
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December 5, 2011

SLDS Review Panel Members
National Center for Education Statistics, Institute of Education Sciences

RE: 2012 CFDA 84.372 Statewide Longitudinal Data Systems grant program

On behalf of the State of Nevada, I have authorized Nevada Department of Education personnel to initiate a partnership with the Nevada System of Higher Education (NSHE) and Department of Employment, Rehabilitation, and Training (DETR) to coordinate and expand the capacity of the System of Accountability Information in Nevada (SAIN) to link P-20W data with NSHE and DETR data systems. Federal grant funds will supplement existing State and other resources to invest in the personnel, hardware, software, training, technical assistance, evaluation, and reporting required to achieve project goals and outcomes.

Governor Brian Sandoval signed a 2011 Executive Order directing the Nevada P-16 Advisory Council to review Nevada education data systems. The Order instructs the Council to a) establish a cross-agency governance structure with representatives who have decision-making authority; b) identify resource needs in staffing, technology, and funding; c) develop policies that outline data sharing, storage, analyses, and privacy; d) create a vision for the Nevada SLDS to ensure it will support State education and workforce development needs; and e) support necessary legislation to carry out the Council's recommendations. As such, grant project key personnel and I will work closely with the Council and NSHE and DETR leadership to ensure the project is initiated and completed on time, within budget, and with fidelity.

NDE leadership and P-16 Advisory Council members will meet with NSHE and DETR leadership, State and Federal legislators, and PreK-12 school district superintendents to ensure resources are available to sustain the system beyond the grant period. My staff is prepared and capable to partner with NSHE and DETR in the planning and implementation of the *Nevada 2012 SLDS Linking P-20W*.

Sincerely,

Keith W. Rheault, Ph.D.
Superintendent of Public Instruction





Daniel J. Klaich
Chancellor
Nevada System of Higher Education

5550 West Flamingo Road, Suite C-1
Las Vegas, NV 89103-0137
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Fax: 702-889-8492

2601 Enterprise Road
Reno, NV 89512-1666
Phone: 775-784-3222
Fax: 775-784-6520

December 15, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
700 E. Fifth St.
Carson City, Nevada 89701

RE: 2012 CFDA 84.372 Statewide Longitudinal Data Systems grant program

On behalf of the Nevada System of Higher Education and the Board of Regents, we are pleased to partner with the Nevada Department of Education in this important 2012 Statewide Longitudinal Data System grant project to link K-12, postsecondary and workforce data data across three agency data systems. Our expert technical and business staff are enthusiastic and ready to ensure the project goals and deliverables are achieved on time and within budget.

Sincerely,

Daniel J. Klaich
Chancellor

BRIAN SANDOVAL
GOVERNOR



FRANK R. WOODBECK
DIRECTOR

OFFICE OF THE DIRECTOR

December 8, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
700 E. Fifth St.
Carson City, NV 89701

RE: 2012 Grant - Statewide Longitudinal Data Systems (SLDS)

Dr. Rheault:

The purpose of this letter is to express support of the Nevada Department of Education's grant application for the Statewide Longitudinal Data System. The Department of Employment, Training and Rehabilitation (DETR) is pleased to work in collaboration with the Nevada Department of Education and the Nevada System of Higher Education in the grant application process and future implementation.

On behalf of the DETR, I pledge our commitment for the improvement and expansion of the linkage, access, and reliability of the education and workforce data systems. This project will be significant in improving the facilitation and exchanged of information necessary to progress students through the education system and into the workforce.

Sincerely,

(b)(6)

Frank R. Woodbeck
Director

ONE HUNDRED ONE NORTH CARSON STREET
CARSON CITY, NEVADA 89701
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FAX No.: (775) 684-5683



555 EAST WASHINGTON AVENUE, SUITE 5100
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FAX No.: (702) 486-2505

Office of the Governor

December 9, 2011

To: SLDS Review Panel

I am submitting this letter to indicate my support of Nevada's application for the 2012 Statewide Longitudinal Data Systems (SLDS) grant program. As Nevada moves forward with a number of groundbreaking education reform initiatives, the improvement and expansion of the linkage, access and reliability of education data systems will be a priority. I am dedicated to working with the Nevada Department of Education, the Nevada System of Higher Education and Nevada's Department of Employment, Training and Rehabilitation to develop and link statewide postsecondary and workforce data to Nevada's K-12 data system.

I recently issued an Executive Order directing Nevada's P-16 Advisory Council to review education data systems in this state and make recommendations for the design and implementation of a quality statewide longitudinal education data system that accurately tracks education data from early childhood through postsecondary levels. The funds from the SLDS grant award will ensure that recommendations of the P-16 Advisory Council can feasibly be implemented. Beyond the grant period, it is anticipated that up to \$2 million per year will be needed to sustain Nevada's grant project outcomes and ongoing improvements and maintenance to the statewide longitudinal data system. In that regard, I am committed to working with all stakeholders to support this important project.

I thank you for this opportunity to improve and expand Nevada's statewide longitudinal data system. I look forward to working with the state's grant project leaders to accomplish Nevada's SLDS goals.

Sincere Regards,

A handwritten signature in black ink, appearing to read "B. Sandoval".

BRIAN SANDOVAL
Governor

United States Senate

WASHINGTON, DC 20510-7012

November 23, 2011

The Honorable Arne Duncan
Secretary
United States Department of Education
Institute of Education Sciences
Washington, DC 20202

Dear Mr. Secretary:

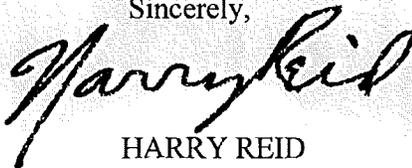
I am writing to you today in support of the Nevada Department of Education (NDE), in collaboration with the Nevada System of Higher Education (NSHE) and Nevada Department of Employment, Training, and Rehabilitation (DETR), and their application for funding through the Statewide Longitudinal Data Systems Program.

As Nevada's senior Senator, I understand the importance of education and have continued to work hard to ensure that the children of our great state have access to the best educational opportunities. In Nevada, there is statewide mandate to improve and expand the access and reliability of education and workforce data systems. That is why I support the NDE's efforts to help children achieve their full potential through the development and linkage of postsecondary and workforce data to the State K-12 data system.

The Nevada Department of Education will leverage community resources to expand and enhance a PreK-20 through workforce (P-20W) longitudinal stream of extensive and valid data to inform and support decision-making. NDE seeks to drastically improve school planning and implementation of programs, curricula design and instructional delivery, shared test content and results, implementation of successful research based programs to address specific and unique needs of P-20W sub-populations, teacher evaluation, training needs of a highly skilled Nevada workforce, and improved access to data by researchers, educators, and the public.

NDE provides an invaluable service to our State's students and has shown that they will provide the proposed services effectively and efficiently. I support this project and hope that you keep my recommendation in mind when making your funding decision. Thank you for your time and consideration.

Sincerely,



HARRY REID
United States Senator
Nevada

BARBARA K. CEGAVSKE

SENATOR

Clark No. 8

ASSISTANT MINORITY FLOOR LEADER

COMMITTEES:

Member

Finance

Education

Legislative Operations and Elections



State of Nevada Senate

Seventy-Sixth Session

November 23, 2011

DISTRICT OFFICE:

6465 Laredo Street
Las Vegas, Nevada 89146-5272
Office: (702) 873-0711
Fax No.: (702) 222-9909
E-mail: bcegavske@sen.state.nv.us
www.barbaracegavske.com

LEGISLATIVE BUILDING:

401 S. Carson Street
Carson City, Nevada 89701-4747
Office: (775) 684-1445 or
(775) 684-1400
Fax No.: (775) 684-6522
www.leg.state.nv.us

Keith W. Rheault, Ph.D.
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, Nevada 89701-5096

Dear Dr. Rheault:

It is with great pleasure that I write this letter of support for the Statewide Longitudinal Data Systems grant for Nevada's Department of Education, the Nevada System of Higher Education, and Nevada's Department of Employment, Training and Rehabilitation. I believe this grant will be a vital aspect to achieving the goals of Governor Sandoval's P-16 Advisory Council to review education data systems in Nevada.

I have had the privilege of serving as a State Legislator in the Nevada Legislature for 15 years, and participated in ten regular and eight special sessions. During my tenure, I have served on several Education Committees and Task Forces, and have advocated for improvements to Nevada's education system. As the state with the highest rate of unemployment, Nevada must take advantage of every opportunity to strengthen our workforce, which often begins with education. Therefore, I fully support the collaborative efforts of the aforementioned departments in applying for a grant that will link K-12, postsecondary, and workforce data systems statewide.

I thank you for the opportunity to express my support for this important grant, and look forward to the implementation of this successful endeavor.

Sincerely,

Handwritten signature of Barbara K. Cegavske in black ink.
Barbara K. Cegavske
Nevada State Senator

BKC/av:W120096

DAVID P. BOBZIEN JR.

ASSEMBLYMAN
District No. 24

CHIEF DEPUTY WHIP



COMMITTEES:

Chair
Education

Member

Natural Resources,
Agriculture, and Mining
Ways and Means

DISTRICT OFFICE:

1605 Wesley Drive
Reno, Nevada 89503-2332
(775) 393-9709

Nevada Assembly

SEVENTY-SIXTH SESSION

December 9, 2011

LEGISLATIVE BUILDING:

401 South Carson Street
Carson City, Nevada 89701-4747
Office: (775) 684-8559
Fax No.: (775) 684-8533
Email: dbobzien@asm.state.nv.us
www.leg.state.nv.us

Dr. Keith Rheault
State Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701-5096

Dear Dr. Rheault:

On behalf of Nevada's Legislative Committee on Education, I would like to express support for the implementation and sustainability of the *2012 Nevada Statewide Longitudinal Data Systems Grant Project*. The linkage of data among the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), and the Department of Employment Training and Rehabilitation (DETR) will provide the platform needed for short-term and long-term strategic planning in the State of Nevada.

In the past, the economy and geographical barriers in Nevada contributed to the low number of individuals pursuing higher education. Jobs were plentiful and in 2005 more than one-third of the population was employed in the entertainment and construction industries while the unemployment rate was lower than the national average and the Nevada per capita income was higher at 10th in the nation. However, the Nevada economy is changing. Based upon a report from DETR, titled *Nevada—Demand Occupations, 2006-2016*, projected changes in Nevada's workforce require a more highly educated population than in the past. The current and future Nevada workforce will need post-secondary degrees, licenses, and/or certifications in emerging high-demand fields, including healthcare, computer engineering and other computer technology, education, science, engineering, and public safety. Because of this, I see the linkage of the NDE, NSHE, and DETR data warehouses as critical to Nevada's education and economic future.

As the State with the highest rate of unemployment, Nevada must take advantage of every opportunity to strengthen our workforce, which often begins with education. Therefore, I fully support the collaborative efforts of the aforementioned departments in applying for a grant that will link the data systems statewide.



Dr. Keith Rheault
Page 2
December 9, 2011

I thank you for the opportunity to express my support for this important grant, and look forward to the implementation of this successful endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "David P. Bobzien". The signature is fluid and cursive, with a large initial "D" and "B".

Assemblyman David P. Bobzien, Chair
Legislative Committee on Education

DB/ncb:W120158



Excellence in Education

CHURCHILL COUNTY SCHOOL DISTRICT

545 EAST RICHARDS STREET
FALLON, NEVADA 89406
PHONE: (775) 423-5184
FAX: (775) 423-2959
www.churchill.k12.nv.us

CAROLYN S. ROSS, Ed.D.
SUPERINTENDENT

November 18, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
700 E. Fifth St.
Carson City, NV 89701

RE: Letter of Support for the Nevada 2012 Statewide Longitudinal Data Systems grant project

On behalf of rural Churchill County educators, I fully support the Nevada partnership to improve and expand the P-20W statewide data system. The struggling Nevada economy, coupled with expanding PreK-20 education and employment needs, underscores the importance of data based decision-making for local and statewide school improvement and coordination with employment programs. It is imperative that Nevada supplement limited State funds with Federal funds and other resources in order to support data informed education priorities. Extensive PreK-12 data, combined with technical assistance and educator training in the analysis and use of data, are critical to measure the achievement of the 2010-2011 and future Churchill County District Goals:

1. Student Achievement will increase as a result of teachers using an aligned curriculum, research based instructional strategies, and student assessment data to guide instruction.
2. CCSD Parent Involvement Committee (PIC) in conjunction with CCSD administration and staff will build and utilize interdependent relationships between families and the community to foster academic SIP goals and a positive learning/community environment.
3. CCSD will strengthen efforts to bring about Safe and Secure Schools.

The Churchill County School District's mission statement is "Everyone Always Learning".....within our mission there are great implications to our sister systems that provide educational services for our District, Statewide Longitudinal Data Systems Grant project will strengthen our efforts to empower greater student achievement through the use of data.

Respectfully,

(b)(6)

Dr. Carolyn Ross
Superintendent



BOARD OF SCHOOL TRUSTEES

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Lorraine Alderman, Member
John Cole, Member
Erin E. Cranor, Member
Chris Garvey, Member

Dwight D. Jones, Superintendent

December 12, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, Nevada 89701

RE: Letter of Support for the Nevada 2012 Statewide Longitudinal Data Systems (SLDS) Grant Project

Dear Dr. Rheault:

On behalf of all of our educators, please be assured that Clark County School District (CCSD) supports the Nevada partnership to improve and expand the P-20W statewide data system. As the largest school district in Nevada serving 72 percent of the state's student population, CCSD staff will work with the three State agency partners to produce an integrated statewide data system that will ensure access to student and workforce data to inform strategic planning and intervention for education and career readiness preparation. CCSD will provide a non-federal in-kind resource in the amount of \$75,000 in salary and fringe benefits equivalent to a .5 FTE (full-time equivalent) liaison and data analyst who works with the Nevada Department of Education System of Accountability in Nevada (SAIN) data system team.

The data system expansion and refinement is particularly important to the use of the new Nevada Growth Model (NGM), a comparative and insightful perspective on how students and schools are progressing toward State standards. The NGM is designed for use by parents, students, educators, policymakers, business, and community leaders. To be successful and change the way in which data are perceived, analyzed, and used to inform curricular decisions and best address student needs, this 2012 SLDS grant is key support.

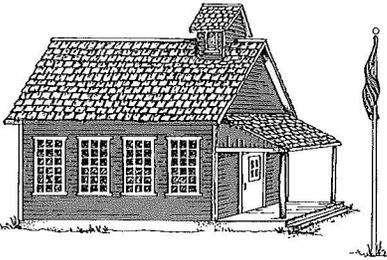
Thank you for leading this effort to develop and enhance these important data systems. The Clark County School District looks forward to participating in this worthy project.

Sincerely,

(b)(6)

Dwight D. Jones
Superintendent of Schools

C: Kim Wooden, Chief Student Services Officer, Clark County School District



Eureka County School District

P.O. Box 249 • Eureka, Nevada 89316 • 775-237-5373 • Fax: 775-237-5014



November 17, 2011

Bette Hartnett
Education Programs Professional – Grant Writer
Nevada Department of Education
755 N. Roop St. #201
Carson City, NV 89701

Dear Bette;

Eureka County School District is sending this letter in support of the Nevada Department of Education's application for a 2012 grant program, which will address developing and linking postsecondary and workforce data to the State K-12 data system: CFDA 84.372A Statewide Longitudinal Data Systems.

Please accept this letter as Eureka County School District's confirmation of support.

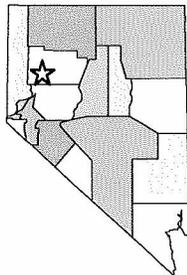
Sincerely,

(b)(6)

Ben Zunino
Superintendent

cc: ECSD Board of Trustees

/ep



PERSHING COUNTY SCHOOL DISTRICT

Daniel W. Fox, Superintendent of Schools
Russell D. Fecht, Principal, Pershing County High School
Richard J. Tree, Principal, Pershing County Middle School
Shea B. Murphy, Principal, Lovelock/Imlay Elementary Schools

November 22, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701

RE: Letter of Support for the Nevada 2012 Statewide Longitudinal Data Systems grant project

Dear Dr. Rheault:

On behalf of rural Pershing County School District educators, I fully support the Nevada partnership to improve and expand the P-20W statewide data system. With approximately a 64% low-income and 35% minority student population, Pershing educators are eager to expand the type of data that we can use to inform school improvement planning, design interventions specific to individual student needs, and prepare our high school graduates to successfully transition to post-secondary education and careers.

Lack of a large-scale, coordinated database supported by all three State agencies, combined with inconsistency in data reporting and availability, has impeded relevant and long-term planning and implementation of services. Linkage of PreK-12 and higher education data with workforce data will enable us to more accurately predict job skills on which to focus, measure the efficacy of programs and services, and establish more effective partnerships with other school districts, business, and industry.

We appreciate all of the work you and your staff have done in efforts to make this a reality.

Sincerely,

(b)(6)

Daniel W. Fox
Superintendent

Trustees

STOREY COUNTY SCHOOL DISTRICT

Robert Slaby Ed.D., Superintendent

Deny Dotson, President
Cathylee James, Member
Pamela Smith, Member
Christine Miller, Member
Colleen Conley, Member

P.O. Box C
124 South "E" Street
Virginia City, NV 89440

Where the Expectation is Excellence

November 21, 2011

Dr. Keith Rheault
Superintendent of Public Instruction
700 E. Fifth St.
Carson City, NV 89701

RE: Letter of Support for the Nevada 2012 Statewide Longitudinal Data Systems grant project

On behalf of rural Storey County educators, please be assured that the Storey County School District supports the Nevada partnership to improve and expand the P-20W statewide data system. The Nevada economy is changing at the same time an increasing State deficit over the past three years forced significant and substantial cuts in the budgets of secondary and post-secondary education. The 2006-2016 projected changes in the Nevada workforce require a more highly educated population than in the past, a fact even more critical in rural Nevada counties. The current and future Nevada workforce will need post-secondary degrees, licenses, and/or certifications in emerging high-demand fields, including healthcare, computer engineering and other computer technology, education, science, engineering, and public safety. Now more than ever, our priority must be a coordinated statewide system of P-20W data that can authentically and reliably inform strategic planning and coordination of our education and workforce programs.

Regards,

(b)(6)

Dr. Robert Slaby
Superintendent

Storey County School District is an Equal Opportunity Employer
Telephone: (775) 847-0983 Fax: 847-0989



Washoe County School District

425 East Ninth Street • P.O. Box 30425 • Reno, NV 89520-3425

Phone (775) 348-0200 • Fax (775) 348-0304 • www.washoecountyschools.org

Board of Trustees: Barbara McLaury, President • Ken Grein, Vice President • Scott Kelley, Clerk
Dan Carne • Barbara Clark • Estela Gutierrez • John Mayer • Dr. Heath Morrison, Superintendent

December 6, 2011

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Dr. Gould,

Washoe County School District fully supports the Nevada partnership to improve and expand the Nevada 2012 Statewide Longitudinal Data Systems grant project (P-20W). As the second largest school district in Nevada, our staff will continue to work with the State and other grant partners to produce an integrated statewide data system to ensure access to student and workforce data that inform strategic planning and intervention for education and career readiness preparation.

Washoe County School District has been integral in the development of this project thus far. Specifically, our District has helped develop, implement, and evaluate the properties of the Nevada Growth Model of Achievement. We have built capacity for the use of the growth model by training District personnel and others how to understand the model and use the data to drive differentiated instruction. Our District, together with West Ed, has conducted a K-12 education study linking 8th grade performance as a predictor for graduation and categorizes indicators that can serve as an early warning system to identify students who may be at risk of dropping out of school. Research from this study is being shared with the state and with other educational stakeholders. Finally, our District has a Data Analyst who serves as the SAIN data coordinator. This position works to ensure clean data by validating reports, cleaning discrepancies, finding flaws in the data system, and acting as the central liaison between the state and our District.

The current and future Nevada workforce will need post-secondary degrees, licenses, and/or certifications in emerging high-demand fields, including healthcare, computer engineering and other computer technology, education, science, engineering, and public safety. Now more than ever, our priority must be a coordinated statewide system of P-20W data that can authentically and reliably inform strategic planning and coordination of our education and workforce programs. WCSD is committed to the success of this grant project.

We strongly urge your support of the Statewide Longitudinal Data Systems P-20W grant project.

Sincerely,

(b)(6)

Heath E. Morrison, Ph.D.
Superintendent

White Pine County School District

1135 Avenue C Ely, Nevada 89301 (775) 289-4851 FAX (775) 289-3999



December 12, 2011

Bette Hartnett
Education Programs Professional – Grant Writer
Nevada Department of Education
755 N. Roop St. #201
Carson City NV 89701

Dear Ms. Hartnett:

The White Pine County School District offers this letter in support for the 2012 Statewide Longitudinal Data Systems Grant. This project will benefit the school district by the improved and expanded linkage, access, and reliability of education and workforce data systems.

We look forward to working with the Department of Education as they undertake to improve and expand the statewide PreK-20 through workforce (P-20W) data system.

Sincerely,

(b)(6)

Bob Dolezal
Superintendent

BOARD OF SCHOOL TRUSTEES

*Irene Chachas, Chair • Denys Koyle, Vice Chair • Bunny Hill, Clerk
Matt Hibbs, Member • Lori A. Hunt, Member • Pete Mangum, Member • Cyndi Sanborn, Member
Bob Dolezal, Superintendent*

The White Pine County School District operates without discrimination on the basis of sex, religion, national origin, age or disability in compliance with the Title VI, Title VII, Title IX, Section 504, and all other applicable civil rights legislation.

**INTERLOCAL AGREEMENT BETWEEN NEVADA DEPARTMENT OF
EDUCATION AND NEVADA SYSTEM OF HIGHER EDUCATION FOR THE
IMPROVEMENT OF INSTRUCTION AND THE ADMINISTRATION OF
PROGRAMS OF FINANCIAL AID**

WHEREAS, the Nevada Department of Education is authorized to enter into interlocal agreements pursuant to NRS 277.180.

WHEREAS, the Nevada System of Higher Education is authorized to enter into interlocal agreements pursuant to NRS 277.180.

WHEREAS, the Nevada Department of Education and the Nevada System of Higher Education, are authorized pursuant to 34C.F.R. 99.31(a) (6) (i) and 20 U.S.C. 1232g (b) (1) (D) and (F) to disclose educational data to organizations conducting studies for, or on behalf of educational agencies or institutions for the purpose of improving instruction or administering financial aid programs.

WHEREAS, the Nevada State Board of Education of the Nevada Department of Education and the Board of Regents of the Nevada System of Higher Education seek to enter into an agreement to exchange data with regard to research on the Nevada Department of Education and Nevada System of Higher Education institutions' instructional programs, the educational status of pupils of Nevada Department of Education and the Nevada System of Higher Education, and the Nevada Department of Education employment status of teacher education graduates of the Nevada System of Higher Education, all for the purpose of improving instruction or the administration of financial aid programs.

NOW, THEREFORE, IT IS AGREED BETWEEN THE PARTIES AS FOLLOWS:

I. DUTIES OF THE PARTIES

- a. The Nevada Department of Education and the Nevada System of Higher Education agree to produce and/or provide the following to any other party to this agreement:
 1. A tape, diskette or other data transfer mechanism containing the identification numbers and other identification information from the educational record of pupils, or aggregate information regarding the employment status of teacher education graduates in the school districts and/or Nevada System of Higher Education relevant to the research or study.
 2. A list of data elements needed from Nevada Department of Education and the Nevada System of Higher Education, including any other data system necessary for the study for the improvement of instruction or the administration of financial aid programs.

3. A list of indicators for computation and method of computation, if necessary.
 4. Any other information regarding or related to the improvement of instruction or the administration of financial aid programs.
- b. Each party has a duty to consult with the other party to ensure selection of needed data and to correct discrepancies in data exchanged between the parties.

II. DATA PRIVACY

- a. The Nevada Department of Education and Nevada System of Higher Education agree to develop a joint plan to address security and privacy issues, data element identification, and data handling/processing procedures.
- b. The Nevada Department of Education and the Nevada System of Higher Education agree to use the data exchanged only to the extent necessary to obtain and compute information necessary for the administration of financial aid programs or for research or study to improve instruction pursuant to 34 C.F.R. 99.31(a)(6)(i)&(ii).
- c. Data shall be stored and processed in such a manner that unauthorized persons cannot retrieve the information by means of a computer, remote terminal or other means. Data will be destroyed when no longer needed.
- d. Nevada Department of Education and the Nevada System of Higher Education agree to abide by the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g and any other applicable government law or regulation on confidentiality of data and information.
- e. For the purposes of executing this agreement, the Nevada Department of Education, Nevada System of Higher Education, and their agents shall have access to private data maintained by each party to the extent necessary to carry out its responsibilities under this contract.
- f. Each party is independently required to comply with the requirements of FERPA. Therefore, each party agrees that it shall not be liable for any violation of any provision of FERPA directly or indirectly relating arising out of or resulting from, or in any manner attributable to, the actions of any other party.

III. PAYMENT AND TERMS OF PAYMENT

No fees will be charged by any party.

IV. TERM OF THE AGREEMENT

The term of this agreement shall be from the date executed by each party to June 30, 2010 and shall be subject to automatic renewal at 12:01 a.m., July 1, 2010 and every subsequent year unless any party provides prior written notice to the other parties of that party's intent to withdraw from the agreement. In such case the agreement shall renew as to the non-withdrawing parties. Any data received by the withdrawing party shall be destroyed if the agreement is not reviewed as to the party with the exception of any summary data that has been prepared.

V. CANCELLATION

This agreement may be cancelled with or without cause, upon thirty (30) days notice to all parties.

VI. ASSIGNMENTS

This agreement may not be assigned to a third party without the written approval of all other parties to the agreement.

VII. AMENDMENTS

Any amendments to this contract shall be in writing and shall be executed as an amendment to this contract by all parties

VIII. LIABILITY

Each party shall be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of others and the results thereof.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed
intending to be bound thereby.

NEVADA DEPARTMENT OF EDUCATION

By: (b)(6) Dated: 2/11/06
Keith W. Rheault, Superintendent

For the Board of Regents of the
NEVADA (b)(6) TION
By: (b)(6) Dated: 2/6/06
James E. Rogers, Chancellor

Approved as to form:
BRIAN SANDOVAL
Attorney General

By: (b)(6) Dated: 2/13/06
Attorney General

Agr: 1248-12-R&A

INTRASTATE INTERLOCAL CONTRACT BETWEEN PUBLIC AGENCIES

A Contract Between the State of Nevada
Acting By and Through Its
Department of Employment, Training and Rehabilitation
Research & Analysis Bureau
500 East Third Street
Carson City, Nevada 89713
(775) 684-3901 ~ (775) 684-3848 *Fax*
(NAME, ADDRESS, PHONE AND FACSIMILE NUMBER OF CONTRACTING AGENCY)

and

Nevada System of Higher Education
Institutional Research
2601 Enterprise Road
Reno, Nevada 89512
(NAME, ADDRESS, PHONE AND FACSIMILE NUMBER OF CONTRACTING AGENCY)

WHEREAS, NRS 277.180 authorizes any one or more public agencies to contract with any one or more other public agencies to perform any governmental service, activity or undertaking which any of the public agencies entering into the contract is authorized by law to perform; and

WHEREAS, it is deemed that the services hereinafter set forth are both necessary and in the best interests of [the State of Nevada;

NOW, THEREFORE, in consideration of the aforesaid premises, the parties mutually agree as follows:

1. **REQUIRED APPROVAL.** This Contract shall not become effective until and unless approved by appropriate official action of the governing body of each party.
2. **DEFINITIONS.** "State" means the State of Nevada and any state agency identified herein, its officers, employees and immune contractors as defined in NRS 41.0307.
3. **CONTRACT TERM.** This Contract shall be effective upon approval to June 30, 2012, unless sooner terminated by either party as set forth in this Contract.
4. **TERMINATION.** This Contract may be terminated by either party prior to the date set forth in paragraph (3), provided that a termination shall not be effective until 30 days after a party has served written notice upon the other party. This Contract may be terminated by mutual consent of both parties or unilaterally by either party without cause. The parties expressly agree that this Contract shall be terminated immediately if for any reason State and/or federal funding ability to satisfy this Contract is withdrawn, limited, or impaired.
5. **NOTICE.** All notices or other communications required or permitted to be given under this Contract shall be in writing and shall be deemed to have been duly given if delivered personally in hand, by telephonic facsimile with simultaneous regular mail, or mailed certified mail, return receipt requested, postage prepaid on the date posted, and addressed to the other party at the address set forth above.
6. **INCORPORATED DOCUMENTS.** The parties agree that the services to be performed shall be specifically described; this Contract incorporates the following attachments in descending order of constructive precedence:

ATTACHMENT A: SCOPE OF WORK

Agr: 1248-12-R&A

7. **CONSIDERATION:** Nevada System of Higher Education agrees to provide the services set forth in paragraph (6) at a No cost to either party for the term of the contract. Any intervening end to an annual or biennial appropriation period shall be deemed an automatic renewal (not changing the overall Contract term) or a termination as the results of legislative appropriation may require.

8. **ASSENT.** The parties agree that the terms and conditions listed on incorporated attachments of this Contract are also specifically a part of this Contract and are limited only by their respective order of precedence and any limitations expressly provided.

9. **INSPECTION & AUDIT.**

a. **Books and Records.** Each party agrees to keep and maintain under general accepted accounting principles full, true and complete records, agreements, books, and documents as are necessary to fully disclose to the other party, the State or United States Government, or their authorized representatives, upon audits or reviews, sufficient information to determine compliance with any applicable regulations and statutes.

b. **Inspection & Audit.** Each party agrees that the relevant books, records (written, electronic, computer related or otherwise), including but not limited to relevant accounting procedures and practices of the party, financial statements and supporting documentation, and documentation related to the work product shall be subject, at any reasonable time, to inspection, examination, review, audit, and copying at any office or location where such records may be found, with or without notice by the other party, the State Auditor, Employment Security, the Department of Administration, Budget Division, the Nevada State Attorney General's Office or Its Fraud Control Units, the State Legislative Auditor, and with regard to any federal funding, the relevant federal agency, the Comptroller General, the General Accounting Office, the Office of the Inspector General, or any of their authorized representatives.

c. **Period of Retention.** All books, records, reports, and statements relevant to this Contract must be retained by each party for a minimum of three years and for five years if any federal funds are used in this Contract. The retention period runs from the date of termination of this Contract. Retention time shall be extended when an audit is scheduled or in progress for a period reasonably necessary to complete an audit and/or to complete any administrative and judicial litigation which may ensue.

10. **BREACH; REMEDIES.** Failure of either party to perform any obligation of this Contract shall be deemed a breach. Except as otherwise provided for by law or this Contract, the rights and remedies of the parties shall not be exclusive and are in addition to any other rights and remedies provided by law or equity, including but not limited to actual damages, and to a prevailing party reasonable attorneys' fees and costs.

11. **LIMITED LIABILITY.** The parties will not waive and intend to assert available NRS chapter 41 liability limitations in all cases. Contract liability of both parties shall not be subject to punitive damages. To the extent applicable, actual contract damages for any breach shall be limited by NRS 353.260 and NRS 354.626.

12. **FORCE MAJEURE.** Neither party shall be deemed to be in violation of this Contract if it is prevented from performing any of its obligations hereunder due to strikes, failure of public transportation, civil or military authority, act of public enemy, accidents, fires, explosions, or acts of God, including, without limitation, earthquakes, floods, winds, or storms. In such an event the intervening cause must not be through the fault of the party asserting such an excuse, and the excused party is obligated to promptly perform in accordance with the terms of the Contract after the intervening cause ceases.

13. **INDEMNIFICATION.** Neither party waives any right or defense to indemnification that may exist in law or equity.

14. **INDEPENDENT PUBLIC AGENCIES.** The parties are associated with each other only for the purposes and to the extent set forth in this Contract, and in respect to performance of services pursuant to this Contract, each party is and shall be a public agency separate and distinct from the other party and, subject only to the terms of this Contract, shall have the sole right to supervise, manage, operate, control, and direct performance of the details incident to its duties under

Agr: 1248-12-R&A

this Contract. Nothing contained in this Contract shall be deemed or construed to create a partnership or joint venture, to create relationships of an employer-employee or principal-agent, or to otherwise create any liability for one agency whatsoever with respect to the indebtedness, liabilities, and obligations of the other agency or any other party.

15. **WAIVER OF BREACH.** Failure to declare a breach or the actual waiver of any particular breach of the Contract or its material or nonmaterial terms by either party shall not operate as a waiver by such party of any of its rights or remedies as to any other breach.

16. **SEVERABILITY.** If any provision contained in this Contract is held to be unenforceable by a court of law or equity, this Contract shall be construed as if such provision did not exist and the nonenforceability of such provision shall not be held to render any other provision or provisions of this Contract unenforceable.

17. **ASSIGNMENT.** Neither party shall assign, transfer or delegate any rights, obligations or duties under this Contract without the prior written consent of the other party.

18. **OWNERSHIP OF PROPRIETARY INFORMATION.** Unless otherwise provided by law or this Contract, any reports, histories, studies, tests, manuals, instructions, photographs, negatives, blue prints, plans, maps, data, system designs, computer code (which is intended to be consideration under this Contract), or any other documents or drawings, prepared or in the course of preparation by either party in performance of its obligations under this Contract shall be the joint property of both parties.

19. **PUBLIC RECORDS.** Pursuant to NRS 239.010, information or documents may be open to public inspection and copying. The parties will have the duty to disclose unless a particular record is made confidential by law or a common law balancing of interests.

20. **CONFIDENTIALITY.** Each party shall keep confidential all information, in whatever form, produced, prepared, observed or received by that party to the extent that such information is confidential by law or otherwise required by this Contract.

21. **PROPER AUTHORITY.** The parties hereto represent and warrant that the person executing this Contract on behalf of each party has full power and authority to enter into this Contract and that the parties are authorized by law to perform the services set forth in paragraph (6).

22. **GOVERNING LAW; JURISDICTION.** This Contract and the rights and obligations of the parties hereto shall be governed by, and construed according to, the laws of the State of Nevada. The parties consent to the jurisdiction of the Nevada district courts for enforcement of this Contract.

23. **ENTIRE AGREEMENT AND MODIFICATION.** This Contract and its integrated attachment(s) constitute the entire agreement of the parties and such are intended as a complete and exclusive statement of the promises, representations, negotiations, discussions, and other agreements that may have been made in connection with the subject matter hereof. Unless an integrated attachment to this Contract specifically displays a mutual intent to amend a particular part of this Contract, general conflicts in language between any such attachment and this Contract shall be construed consistent with the terms of this Contract. Unless otherwise expressly authorized by the terms of this Contract, no modification or amendment to this Contract shall be binding upon the parties unless the same is in writing and signed by the respective parties hereto, approved by the State of Nevada Office of the Attorney General.

This space was intentionally left blank

Agr: 1248-12-R&A

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be signed and intend to be legally bound thereby.

(b)(6) [Redacted Signature] 4/9/08
Signature _____ Date

EXECUTIVE VICE CHAIR
Title _____

(b)(6) [Redacted Signature] 4/24/08
Signature William D. Anderson Date

Chief Economist, DETR, Research & Analysis
Title _____

(b)(6) [Redacted Signature] 4-24-08
Signature Larry J. Mosley Date

Director, Employment, Training and Rehabilitation (DETR)
Title _____

N/A
Signature - Nevada State Board of Examiners

APPROVED BY BOARD OF EXAMINERS

Appr (b)(6) [Redacted Signature]
Deputy Attorney General for Attorney General, State of Nevada

On _____ (Date)

On 4/15/08 (Date)

Agr: 1248-12-R&A

ATTACHMENT A

Scope of Work

Department of Employment, Training and Rehabilitation
Research & Analysis
500 East Third Street
Carson City, Nevada 89713
(775) 684-3901 ~ (775) 684-3848

and

The Nevada System of Higher Education
Institutional Research
2601 Enterprise Road
Reno, Nevada 89512
(775) 784-4901 (Ext.236)

GENERAL PROVISIONS

1. The Nevada System of Higher Education (NSHE), is authorized pursuant to 34 C.F.R. § 99.31(a) (6) (i) and 20 U.S.C § 1232g (b) (1) (D) and (F) to disclose educational data to organizations conducting studies for, or on behalf of educational agencies or institutions for the purpose of improving instruction or administering financial aid programs.
2. The Nevada Department of Employment, Training and Rehabilitation (DETR) and the Board of Regents of the NSHE seek to enter into an agreement to exchange data with regard to research on the employment of graduates from NSHE into the Nevada workforce for the purpose of conducting research to improve instruction.
3. The specific purpose of the agreement is for the NSHE to provide a request for DETR to measure student success based upon a factor or criteria established by the NSHE. NSHE will provide to DETR identifiable student information which DETR will then match to wage records. DETR will provide an aggregate of information, which is a summary without identifiable information, concerning the request made by the NSHE in a manner that is consistent with the applicable law, including, but not limited to, NRS 612.265 and CFR 603.

Agr: 1248-12-R&A

NSHE AGREES

4. To provide to DETR a tape, diskette or other data-transfer mechanism containing all the identification numbers and other indemnification information from the educational record of NSHE graduates.
5. To provide to DETR a list of data elements needed from NSHE, including any other data system necessary for the study for the improvement of instruction or the administration of financial aid programs and any other information regarding or related to the improvement of instruction.

DETR AGREES

6. To review, assess, and provide aggregate documentation in a timely manner, consistent with the applicable law, including, but not limited to NRS 612.265, and the request of NSHE as set forth in paragraphs 4 and 5.

IT IS MUTUALLY AGREED

7. Each party has a duty to consult with the other party to ensure selection of needed data and to correct discrepancies in data exchanged between the parties.
8. DETR and the NSHE agree to develop a joint plan to address security and privacy issues, data element identification, and data handling/processing procedures.
9. DETR and the NSHE agree to use the data exchanged only to the extent necessary to obtain and compute information for research or study to improve instruction pursuant to 34 C.F.R. 99.31 (a)(6)(i)&(ii).
10. Data shall be stored and processed in such a manner that unauthorized persons cannot retrieve the information by means of a computer, remoter terminal or other means. Data will be destroyed when no longer needed.
11. DETR and the NSHE agree to abide by the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g, NRS 612.265, and any other applicable government law or regulation on confidentiality of data and information.
12. For the purpose of the executing this agreement, DETR, the NSHE, and their agents shall have access to private data maintained by each party to the extent necessary to carry out its responsibilities under this agreement.
13. No fees will be charged by any party to this agreement.

APPENDIX A: OPTIONAL ATTACHMENTS

Executive Order 2011-17

2011 P-16 Advisory Council Members

NDE Data Access and Use Policy

NSHE iNtegrate Summary



**Executive Order 2011-17
DIRECTING NEVADA'S P-16 ADVISORY COUNCIL TO
REVIEW EDUCATION DATA SYSTEMS IN THIS STATE**

WHEREAS, in June of 2011, a number of bills were signed which will have profound and far-reaching implications for improving Nevada's education system.

WHEREAS, if implemented successfully, these education initiatives will enhance the quality of instruction and improve student achievement throughout Nevada.

WHEREAS, the effective use of high-quality education data is integral to the success of these reforms.

WHEREAS, such an effective education data system requires coordination between executive and legislative branches of government, local school districts, Nevada's System of Higher Education, educators in classrooms, and early childhood care providers.

WHEREAS, on April 20, 2011, over 50 of Nevada's key education and policy leaders attended a planning session hosted by my office to explore the current state of Nevada's data system and its capacity.

WHEREAS, Nevada's P-16 Advisory Council ("Council") was created by statute, at NRS 400.030, to help coordinate education efforts in Nevada from the preschool through postsecondary levels, to ensure that students are prepared adequately to transition from secondary education to higher education and careers.

WHEREAS, the Council has the authority to address the data information system for pupils enrolled in the public schools and may establish committees to assist the Council in carrying out its duties.

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides that, "The Supreme Executive Power of this State shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

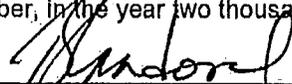
NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, it is hereby ordered as follows:

1. The Council shall meet as soon as practicable to discuss a strategy for conducting a collaborative review of existing data systems in this state and making

recommendations for the design and implementation of a quality statewide longitudinal education data system that tracks student and educator data from early childhood through postsecondary levels of education.

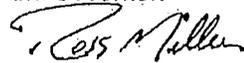
2. The Council or any committee formed to assist the Council with its data system initiative may convene as frequently as necessary to conduct its review and formulate recommendations. The recommendations shall address, without limitation, the following:
 - a. Establishing a cross-agency governance structure with representatives who have decision-making authority.
 - b. Identifying resource needs in the areas of staffing, technology, and funding.
 - c. Developing policies that outline what data are shared and how; where they will be stored; how often they will be updated; who will conduct analyses; how privacy will be protected, etc.
 - d. Creating a vision for the state's longitudinal data system to ensure it will support the state's education and workforce development needs.
 - e. Any necessary legislation to carry out the Council's recommendations.
3. The Council shall ensure that its efforts and recommendations are coordinated with recommendations developed by the Teachers and Leaders Council related to a statewide performance evaluation system.
4. The Council shall prepare quarterly reports of its activity and submit the reports to my office no later than February 1, May 1, and August 1, such that all work is completed on the assignments provided for in this order by August 1, 2012.
5. Meetings of the Council or committee shall be held in Carson City at the State Capitol with members participating, if necessary, by videoconference from the Sawyer Building in Las Vegas. Meetings are subject to the requirements of NRS 241, the Open Meeting Law.
6. Nothing herein shall be interpreted as inconsistent with NRS Chapter 400.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 7th day of October, in the year two thousand eleven.



Governor of the State of Nevada

By the Governor:



Secretary of State of Nevada

Deputy



2011 P-16 ADVISORY COUNCIL

Bret Whipple
Higher Education Representative

(b)(6)

Appointment ends 6/30/2012

Assemblywoman Lucy Flores
Assembly Representative

(b)(6)

Appointment ends 7/01/2013

Erin Cranor
Elementary and Secondary Education Representative

(b)(6)

Appointment ends 6/30/2012

Cedric Crear
Higher Education Representative
Nevada System of Higher Education

(b)(6)

Appointment ends 7/01/2012

Caryn Swobe
Private Business Representative

(b)(6)

Appointment ends 6/30/2013

Sue Daellenbach
Elementary/Secondary Education Representative

(b)(6)

Appointment ends 7/01/2012

Stacy M. Woodbury, MPA
Parent Representative

(b)(6)

Appointment ends 6/30/2013

Senator Barbara Cegavske
Member of the General Public

(b)(6)

Appointment ends 7/01/2012

John LaGatta
Private Business Representative

(b)(6)

Appointment ends 6/30/2012

Linda Johnson
Member of the General Public

(b)(6)

Appointment ends 7/01/2013

Senator Joseph P. (Joe) Hardy, M.D
Senate Representative

(b)(6)

Appointment ends 7/01/2013

Ex officio nonvoting members

Chancellor of the Nevada System of Higher Education

Superintendent of Public Instruction

Nevada Department of Education (NDE)

Data Access and Use Policy (DAUP)

**If you have questions about this document,
Please call NDE's Security Team: 775-687-9138**

Data Access and Use Policy (DAUP)

1.0 PURPOSE

The Nevada Department of Education (NDE) Data Access and Use Policy governs access to, and the disclosure of, Education Records about pupils to ensure access and disclosure comply with NRS 386.650 and the Family Educational Rights and Privacy Act (FERPA). The NDE Data Access and Use Policy also governs access to, and the disclosure of, Personally-Identifiable Information about teachers to ensure access and disclosure comply with applicable laws, statutes, and regulations.

2.0 DEFINITIONS

A. Disclose or Disclosure

To permit access to or the release, transfer, or other communication of Education Records or personally identifiable information by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record. See 34 C.F.R. 99.3.

B. Education Records

1. Includes Records That Are:

- Directly related to a student; and
- Maintained by an educational agency or institution or by a party acting for the agency or institution.

2. Do not include:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- Records of the law enforcement unit of an educational agency or institution, subject to the provisions of §99.8.
- Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not otherwise excepted.
- Records relating to an individual who is employed by an educational agency or institution, that:
 - Are made and maintained in the normal course of business;
 - Relate exclusively to the individual in that individual's capacity as an employee; and
 - Are not available for use for any other purpose.
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - Made, maintained, or used only in connection with treatment of the student; and
 - Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 - Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- Grades on peer-graded papers before they are collected and recorded by a teacher. Authority: 20 U.S.C. 1232g(a)(4)(A); 34 C.F.R. 99.3

C. Maintain the Confidentiality

To preserve the secrecy of information by not disclosing the information.

D. Data

Discrete values that represent attributes of an educational body, teacher, or student or an event associated with an educational body, teacher, or student. To possess meaning, data must be associated with an educational body, teacher, or student or an event associated with an educational body, teacher, or student. For example, "5" has no meaning by itself. When used as a grade-level, it becomes the "5th Grade" which means it is a member of a ordered series of grades.

E. Information

Discrete values that represent derivatives or aggregations of data formed by applying business rule(s). For example, an identification number of "12345" has no meaning by itself. When associated with a given school it identifies a given student; when associated with a different school it identifies a different student. However, "12345" does not identify which school unless the matching student is also associated with the school. In this example "12345" exists as a granular data value, but when considered in the context of a student and school, the identity of the individual student can be derived from it even though the number "12345" itself has no meaning.

F. Personally-Identifiable Information (PII)

1. Includes, but is not limited to:

- The person's (pupil or teacher) name;
- The name(s) of a person's family member(s);
- The address of the person or person's family;
- A personal identifier, identification number, or biometric record; (except Directory Information which includes a student ID number, user ID, or other unique personal identifier used for purposes of accessing or communicating records in electronic systems, but only if the identifier cannot be used to gain access to records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authenticated user.)
- Other indirect identifiers, such as the person's date of birth, gender, race/ethnicity, place of birth, and mother's maiden name;
- Other information that, alone or in combination, is linked or linkable to a specific pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- Information requested by a person who the educational agency or institution reasonably believes knows the identity of the pupil to whom the education record relates. See 34 C.F.R. 99.3.

G. NDE Personnel

Any staff member employed at the NDE, by the NDE, or under contract to the NDE regardless of where their physical work site is located.

H. Pupil

Any person who is or has attended a public or accredited nonpublic school and for whom an educational agency or institution maintains education records. See 34 C.F.R. 99.3.

I. School Official

Any staff member employed at any public district office or school, at any district or state sponsored charter school, or under contract to any of the preceding organizations regardless of where their physical work site is located.

J. Security

Technical procedures that are implemented to ensure that records are not lost, stolen, vandalized, illegally accessed, or improperly disclosed.

3.0 DATA/INFORMATION MAINTAINED

NDE collects and maintains PII for pupils and teachers, including:

- Information which can identify each person. These PII may include, but are not limited to name, pupil identification number, address, race/ethnicity, gender, date of birth, place of birth, social security number (voluntary), and name of parent or lawful custodian;
- Data about attendance and enrollment;
- Data regarding pupil progress, including, but not limited to, grade level completed, school attended, academic work completed, courses enrolled and completed, grades earned, type of completion certificate, and date of graduation;
- Data about assessment administration and results;
- Data regarding eligibility for, and participation in, compensatory programs and special program services:
 - Data regarding being a member of various program groups including, but not limited to, nutrition, English language learners, migrant, transient, new in country, special education, national school lunch, and other various programs.
 - Data personally identifying teachers such as, but not limited to, name, license number, gender, ethnicity, license information, test results, and education data.

4.0 SCOPE

Education Records and PII are maintained in one or more data systems. All systems shall be subject to this policy.

5.0 MEASURES TO MAINTAIN THE CONFIDENTIALITY OF PPI

NDE shall utilize various procedures and security measures to ensure the confidentiality of pupil records. These procedures shall include assignment of a unique identifier to each pupil, a system of restricted access to data, and statistical cutoff procedures.

- A unique pupil identification number (ID) is assigned to each Nevada pupil. The ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
- Security protocols shall be designed and implemented by the NDE. They shall limit who has access to the data and for what purposes.
- The NDE shall use the “n” size of 10 for statistical cutoff procedures for data that is confidentially maintained. This will apply to all aggregation reporting that is based on confidential data.
- All NDE personnel collecting or using personally-identifiable information shall have a background check performed and be provided instruction regarding procedures adopted in accordance with this policy.
- NDE shall maintain a current listing of agency personnel who have access to personally-identifiable information through authentication and internal links.

6.0 DISCLOSURE OF DATA FOR RESEARCH

The NDE may disclose confidential, personally-identifiable information of pupils to organizations for research and analysis purposes to improve instruction in public schools. Any such disclosure shall be made only if the following requirements are met:

- The conditions in FERPA regulation 34 CFR 99.31(a)(6) are met.
- The research project is approved by the NDE data collaborative process, utilizing NDE's criteria for approving research requests.
- The recipient organization has signed the Acknowledgement of Confidentiality Requirements and is under direct contract with the NDE.

7.0 RECORD OF ACCESS

In compliance with FERPA, NDE shall maintain a record indicating the name of any individual or organization external to NDE that requests and is allowed access to pupils' educational records. The record of access shall indicate the interest such person or organization had in obtaining the information, as well as the date the requested data were disclosed. See 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4).

8.0 DESTRUCTION OF DATA

Any entity receiving personally-identifiable information must destroy such information when it is no longer needed for the purpose specified in the request for disclosure. The manner of destruction shall protect the confidentiality of the information.

9.0 ACCESS TO PUPIL RECORDS BY PARENTS

The NDE shall provide parents of pupils, and pupils who are adults, access to education records. Any request for access to records must be made in writing.

- The NDE will require proof of identity and relationship to the pupil before access to records is granted.
- Any proper request for access to inspect and review any personally-identifiable data by the pupil or the pupil's parents will be granted without unnecessary delay and, in no case, more than 45 days after the request is made and the right to access is established by a proof of identity.
- If any record includes data on more than one child, the parents shall be allowed to inspect and review only those records relevant to their child.
- Parents shall be provided a response to reasonable requests for explanation or interpretation of the data.

10.0 CRITERIA FOR RELEASE OF CONFIDENTIAL INFORMATION

The NDE will release Personally-Identifiable Information only after the following factors have been considered:

- The degree to which the requested data/information may improve Nevada public elementary and secondary education;
- The degree to which research question(s) cannot be answered without the requested data/information;
- The experience of the requestor in performing similar projects and ability to conduct the proposed project;
- The capacity of the requestor to keep the data secure; and
- The availability of the NDE personnel to fulfill the data/information request and monitor the requestor's activities.
- Such data will not be released unless the data are requested by an organization that:
 - Submitted a Data Request that has been approved by NDE,
 - Completed an Acknowledgement of Confidentiality Requirements, and
 - Is accountable to the NDE for the appropriate and secure possession and use of the data/information requested.

11.0 POLICY ON FULFILLMENT OF DATA/INFORMATION REQUESTS

The NDE receives data/information requests. Traditionally, these requests were fulfilled on a case-by-case basis. However, the NDE decided to standardize the data/information request approval process in order to respond to these requests in a timely manner.

- The NDE recognizes two types of requests:
 - Administrative – this type of data/information request is based on a need to perform a governmental business function that considers data/information about educational bodies, teachers, or students.
 - Investigative – this type of data/information request is based on a research or analysis function that considers data/information about educational bodies, teachers, or students.
- Data/information requests will not be fulfilled unless the NDE either possesses or can access/generate the data/information requested, and one of the following is true:
 - The material requested has already been published or has been collected and can be easily distributed in a format that protects confidential information and does not disclose personally-identifiable information. In these cases, information can be provided without the NDE’s management review.
 - The material requested can be collected and can be distributed in a format that protects confidential information and does not disclose personally-identifiable information. In these cases, information may be provided pending the NDE’s management review.
- Data/information requests submitted to the NDE management will be subject to the following:
 - Before review by management, proposals may be forwarded to appropriate staff within NDE for their comments and recommendations. Information provided by NDE personnel will be considered in the review.
 - The availability of, and priority of competing responsibilities assigned to, NDE personnel resources will constrain the effort allocated to requests in any given fiscal year.
 - Data/information requests submitted to support research proposals that fall under the NDE’s primary mission statement or the State Board of Education’s goals will receive first priority.
 - The NDE may bill the requestor for costs associated with a data/information request, even those approved by the NDE management. The NDE will provide Cost Estimates, if available, to the requestor.

iNtegrate is the brand given to the system-wide implementation of new information systems for all Nevada System of Higher Education (NSHE) institutions.

iNtegrate Vision: The new Student Information System will transform how and when students communicate with the colleges and universities of the Nevada System of Higher Education and how faculty and staff conduct the necessary business of meeting students' needs for accurate information, timely decisions, and informed choices that lead to student success.

The first information system selected for implementation is the Student Information System, giving priority to improving student services. The name, iNtegrate, was chosen because it represents the means to a functioning and unified system of information and the efficient management of administrative services for students, faculty and staff. The iNtegrate Project is an initiative to implement PeopleSoft student services technology.

NSHE is comprised of two universities, a state college, four community colleges, and a research institute. NSHE is governed by an elected Board of Regents. Working on behalf of the Board, the Chancellor's Offices (north and south), also referred to as System Administration, develops NSHE strategy and implements Board policies.

Through the collaborative efforts and resources of each of the NSHE components, the project was launched in July 2008, with a completion date of October 2011. This project is made possible through the support of the students of the Nevada System of Higher Education, the Board of Regents and the Nevada State Legislature.

Project Goals

1. Complete the project on time and within budget.
2. Position NSHE's administrative applications to support significant growth and expansion.
3. Optimize the delivered capabilities of the software to adapt business processes, improve productivity, personalize service, enable self-service, and provide access to services.
4. Implement the most upgrade-compatible system feasible and minimize total cost of ownership.
5. Implement a reliable, secure, and scalable technical infrastructure.
6. Utilize student services performance measures to evaluate the impact of student services improvements resulting from the new Student Information System.

APPENDIX C: RÉSUMÉS of KEY PERSONNEL
Additional Information: Job descriptions of To Be Hired Key Personnel

Dr. Keith Rheault, NDE, Superintendent of Public Instruction

**Mr. Glenn Meyer, NDE, Director of Information Technology
and 2012 SLDS Grant Project Director**

Ms. Linda Heiss, NSHE, Director of Institutional Research

Mr. Dennis Perea, DETR, Interim Director

**Mr. Julian Montoya, NDE, Assistant Director; Assessment, Program
Accountability, and Curriculum**

Mr. Roger Sliva, NDE, Information Technology Professional IV

Mr. David Young, NDE, Business Analyst

**Mr. Lee DeBurle, NDE, Education Programs Professional, Career and Technical
Education**

KEITH W. RHEAULT

ACADEMIC PREPARATION

Iowa State University Ames, Iowa 1985

Doctor of Philosophy - Major in Agricultural Education

Dissertation Topic: A Profile of Effective Vocational Agriculture Instructors from Twelve North Central States.

North Dakota State University Fargo, North Dakota 1980

Master of Science Degree - Major in Agricultural Education, Minor in Vocational Education. Thesis Topic: North Dakota Agribusiness Employment Opportunities and Training Needs Within Five Selected Agribusiness Industries.

North Dakota State University Fargo, North Dakota 1976

Bachelor of Science Degree - Major in Agricultural Education, Minor in Composite Science

PREVIOUS PROFESSIONAL EXPERIENCE

NEVADA DEPARTMENT OF EDUCATION, Carson City, Nevada

March 1, 2004 to Present – Superintendent of Public Instruction, State of Nevada

February, 1995 to February 2004 - Deputy Superintendent, Instructional, Research and Evaluative Services. Major Duties: Supervise and oversee Department activities in all educational areas except fiscal accountability; Direct Department legislative activities including testimony on education related bills on behalf of the State Superintendent and State Board of Education; Serve as Department staff and liaison to the Commission on Professional Standards in Education and the Council to Establish Academic Standards in Education; Participate in monthly meetings of the School District Superintendents and State Board of Education meetings; Oversee development of program regulations and policies; and, serve as primary Department contact for information requests and constituent complaints/referrals.

August, 1994 to January, 1995 - Interim Deputy Superintendent, Instructional, Research and Evaluative Services

March, 1992 to July, 1994 - Director, Occupational and Continuing Education

July, 1990 to February, 1992 - Assistant Director, Occupational and Continuing Education

March, 1986 to June, 1990 - Education Consultant, Agricultural Education, Occupational and Continuing Education

IOWA STATE UNIVERSITY, Ames Iowa

August, 1983 to February, 1986 - Adjunct Instructor, Agricultural Engineering Department

July, 1982 to July, 1983 - Graduate Research Assistant, Agricultural Education Department

SOUTHEAST MULTIDISTRICT VOCATIONAL CENTER, Oakes, North Dakota

July, 1980 to June 1982 - Vocational Agriculture Instructor

NORTH DAKOTA STATE UNIVERSITY, Fargo, North Dakota

July, 1978 to June 1980 - Graduate Research Assistant, Agricultural Education Department

LARIMORE PUBLIC HIGH SCHOOL, Larimore, North Dakota

August, 1976 to June, 1978 - Vocational Agriculture Instructor

MILITARY EXPERIENCE

Commissioned 2nd Lieutenant, Army, 1976; Served eight years in the Minnesota and Iowa Army National Guard in various Mechanized Infantry and Quartermaster assignments. Last assignment was Company Commander of the Supply and Service Company, Camp Dodge, Iowa. Presently on retired reserve, Captain, effective March, 1986.

PUBLICATIONS AND REPORTS

Numerous Department of Education Publications/Reports to include reports on occupational education funding, middle school reform, occupational courses of study, alternative education, class-size reduction, teacher licensure, distance education, academic standards, and secondary school improvement.

GLENN MEYER

OBJECTIVE

My objective is to create a team of qualified professionals who can advance technology in the most efficient and cost effective manner. I believe technology should be used to enhance the business process and make the user experience easier and more productive.

EXPERIENCE

7/2010-Present State of Nevada Carson City, NV

Director of Information Technology

- Plan and forecast future technology needs, create and implement project plans to accomplish objectives.
- Align technology initiatives with business objectives. Forecast future technology needs of the Department. Plan and manage technology projects.
- Serve as technical spokesperson for the Department. Provide State Superintendent with technological support. Testify to the State Legislature on matters regarding Information Technology. Represent the Department at National, International and trade events.
- Provide project management for IT related initiatives.
- Manage IT budget and personnel

1997–2010 State of Nevada Carson City, NV

Chief of Information Systems (Division of Welfare)

- Plan and forecast future technology needs, create and implement project plans to accomplish objectives. Document and diagram current network topology.
- Engineer and manage large data and telecommunications network with over 1,200 users and multiple computer systems ranging from desktop PC's to large enterprise network applications. Manage IT staff of 16 personnel. Systems included Windows PC and servers, Novell, Unix, IBM AIX and Linux.
- Create and manage large agency IT budget and projections for all IS purchases.
- Report on status of all division IT projects and budgets to management, Legislature or counsel.

1996–1997 Nevada Banking Company South Lake Tahoe, CA

Information Systems Manager

- Engineered and managed small financial network with fifty users and four locations. AS400, Novell, Windows environment.
- Managed IS, accounting, bank reconciliation and research departments.
- Managed IS budget and contract/license negotiations.

1984–1995 Bank of America Reno, NV

Computer Operations Manager

- Managed large computer operations facility with over 26 remote locations, 1,000 users, mainframe, PC's and large check processing facility.
- Managed multi-million dollar IS budget.
- Directly responsible for check processing, data entry, computer operations, bank reconciliation and warehouse operations.

EDUCATION/HONORS

1990-1996 University of Nevada, Reno Reno, NV
B.S., Education: Major: History, Minor: Computer Science.

2007 Computer World Honors Laureate winner for Novell Identity Management and Secure Access solution.

INTERESTS

(b)(6)



Linda Heiss

(b)(6)

EDUCATION

- University of Nevada, Reno, Candidate (ABD), Ed.D., Educational Leadership (Higher Education Administration Emphasis)
- Fulbright Seminar for U.S. Administrators in International Education, Germany, March 2000
- University of Nevada, Reno, Master of Arts, Educational Leadership (Higher Education Administration Emphasis), December 1999

PROFESSIONAL EXPERIENCE

Director of Institutional Research, Nevada System of Higher Education, 2006 to present

- Direct research and analytical studies that support informed decision-making, planning, and accountability efforts on behalf of the Board of Regents, Chancellor, and System Administration.
- Support efforts to provide accountability for the NSHE and assessment of progress toward reaching system-wide goals.
- Collect and report official system-wide enrollment data.
- Utilize the NSHE data warehouse and other state and national data resources to conduct analytical studies measure student success.
- Develop information and reports to meet annual reporting requirements, including data related to distance education, financial aid, remedial enrollment, diversity, faculty workload, and performance indicators.
- Access and maintain multiple information resources. Proficient at managing, retrieving, analyzing, and summarizing information from large relational databases.
- Act as project lead for the System on Peoplesoft implementation and establishment of universal ID.
- Establish common data elements for systemwide Peoplesoft implementation.
- Responsible for the salary study which establishes salary ranges for professional administrative and faculty positions at the universities, state college, and community colleges.
- Work directly with Nevada Department of Education and K-12 districts to create and distribute customized High School Feedback Reports for their students enrolling in a NSHE institution.
- Research methods of more accurately reporting student success (i.e. alternatives to graduation rates at community colleges where the mission includes workforce preparation, transfer, etc.).

Institutional Research Analyst, University of Nevada, Reno, 2002 to 2006

- Designed the University's Online Databook and publish information each semester in both interactive and static formats using a variety of technologies. (<http://www.unr.edu/ia/databook>)
- Develop interface for SPSS Smartviewer and publish Online Analytical Processing Cubes (OLAP) to Smartviewer server for online interactive access to institutional data and research
- Conduct research on a variety of topics related to students specifically (i.e., performance related to a variety of variables) and higher education in general (i.e., response of faculty to policy change) using a variety of technologies
- Construct advanced Access queries from an Oracle data warehouse to provide specific information for ad hoc data requests and to develop data and tables for the University's Databook
- Conduct research and analysis on a broad range of issues including student performance, placement recommendations, admissions scenarios, etc.
- Respond to requests for data and research from faculty, staff, administration, and national data clearinghouses such as CDS and College Board, as well as surveys such as U.S. News
- Present Online Databook and OLAP cubes to various faculty groups
- Develop and maintain Planning, Budget, and Analysis websites
- Develop new methods of organizing and presenting online data

- Conducted web-based survey of opinions about the 2002 and 2004 Winter Break closures and published results for decision-making about future closures
- Received *Building Institutional Research Capacity Grant* from the Association for Institutional Research for *Technical Training for Web-based IR Data Delivery using Visual Basic* and organized training to be delivered to all northern Nevada IR staff.
- Selected to present *Demonstration of using OLAP Cubes in SPSS Smartviewer to display interactive data on the Web* at the 2005 Association for Institutional Research national conference and the 2005 California Association for Institutional Research conference
- Selected to present *Information Technology Roundtable Discussion: Online Tools for Presentation and Retrieval of Data* at the 2003 Rocky Mountain Association for Institutional Research conference
- Served on University Web Development Committee
- Awarded USAC Faculty International Development Award

Information Systems Specialist, Department of Information Technology, State of Nevada, 2001-02

Developed and maintained Emerging Technology website

- Developed floorplan of mainframe facility technology (Visio)
- Developed timeline of DoIT projects (Project)
- Served on the state IT Workforce Committee
- Responded to research requests pertaining to the state's IT Strategic Plan and technical operations including, but not limited to:
 - Mainframes
 - Wireless communications
 - Programming Languages
 - Project Oversight
 - IT Workforce Development
 - Portals and other state applications in development

Coordinator, International Outreach & Application Services, University of Nevada, Reno, 1996-99

- Participated in the planning, creation and organization of new department designed to facilitate the admission process for prospective international students and was instrumental in the success of the office through staffing strategies, organization of the office, education campaign to campus departments, development of materials, and obtaining training for myself and staff.
- Develop procedures and policies pertaining to the admission process for international students and ensure that they are efficient and helpful for prospective international students and campus departments.
- Administer all facets of the office simultaneously including management of staff responsible for international student inquiries and international application processing.
- Develop international recruiting strategies, programs, and materials including International Application brochure and forms and travel to foreign recruiting fairs
- Educate campus departments about policies and procedures including development of the International Application Services Handbook.
- Created, maintain and update website including placing application information and forms on-line to reduce postage costs and increase the speed of the application process prior to on-line application forms being used by most universities for domestic or foreign recruitment.
- Develop, project, and manage budgets
- Evaluate foreign credentials requiring working knowledge of educational systems in other countries as well as knowledge of University colleges and programs offered, department requirements.
- Develop and coordinate programs directed at the intercultural student population and University community

- Developed and coordinate the International Alumni Network which includes the International Alumni Chapter, Recruitment Program, Directory, Website, database, and local and foreign events.
- Coordinated Japanese Alumni Reception in Tokyo, Japan.
- Performed research on re-entry adjustment difficulties for international students and developed a means to utilize international alumni in easing the difficulties.
- Developed and perform research of international student application, enrollment, and retention statistics including the determination of needed information and methods of retrieving that information.
- Participated in the development of the International Resource Center of Northern Nevada to develop contacts with the Reno community.
- Phi Beta Delta Honor Society for International Scholars, Eta Chapter
Adjunct Member, International Activities Committee, University of Nevada, Reno
Governing Board, International Resource Center of Northern Nevada
Board of Directors, International Visitors Council of Northern-Nevada (Secretary/Treasurer)
Mayor's International Circle

Coordinator, International Education, University of Nevada, Reno, 1994 to 1997

- Served as Project Director on international development projects funded by government and private agencies including budget development and management of grant funds, coordination, planning, promotion, and administration of projects: selection of faculty and program staff which involves coordination with University departments, local business community, political agencies, and the federal government while ensuring that participant needs are met. Served as Project Director for training programs to groups from 9 developing nations on topics including Electrical Engineering, Nuclear Safety, Human Rights Organizations, Wastewater Treatment & Plant Operations, Mining, U.S. Justice System, Establishing a Judicial Training Center, International Finance & Banking Law, Political Development for Historically Disenfranchised Communities, Commercial Lending, Urban/Financial Planning, and City Budget/Financial Planning.
- Drafted grant proposals seeking funding for international programs.
- Traveled to Moscow, Russia as coordinator of study abroad program at Moscow State Pedagogical University
- Initiated and administered agreement between International Visitors Council of Northern Nevada and UNR to form an International Visitors Center as well as serve on the Board of Directors for the IVC-NN
- Develop and manage budgets exceeding \$1,000,000.00.
- USAID Training Seminar in Washington, D.C. funded by grant from the National Council for International Visitors, 1995
- The Grantwriting Game, Offered through Division of Continuing Education, 1995
- Session Chair and Presenter, NAFSA Region XII Conference, Partnership between International Visitors Councils and Universities, 1995
- Presenter, NAFSA Region XII Conference, External Funding for International Programs, 1995
- Presenter, NAFSA Region XII Conference, Full Circle: Re-Entry Programs, 1996
- Presenter, PACRAO Conference, Vancouver, B.C., Development of Cultural RE-Adjustment Programs, 1997

MEMBERSHIPS

- System Administration Representative, Faculty Senate
- Association for Institutional Research
- Rocky Mountain Association for Institutional Research
- Daughters of the American Revolution
- University of Nevada, Reno Earth Institute Ad Hoc Review Committee, 2003-04
- University of Nevada, Reno Campus Affairs Committee, 2005-06

DENNIS A. PEREA

(b)(6)

WORK HISTORY

Department of Employment, Training and Rehabilitation

2008 – 2011

Interim Director

Confers with division administrators regarding day-to-day operational issues and ensure implementation of administrative directives, policies, and guidelines among divisions. Maintains a detailed knowledge of State government functions and organization, department policies, administrative guidelines, and applicable laws and regulations, legislative processes related to passage of laws and the department's budget structure, expenditure of funds, business operations, and funding sources; functions, operations, and activities of all divisions within the department.

Deputy Director

Responsible for representing the director in a manner which reflects his philosophies and management style. Make assignments to division administrators, based on the director's instructions, for studies or projects involving such matters as program coordination, administrative policy, budget, internal controls, and report preparation. Make evaluative judgments regarding the efficiency of agency operations, effectiveness in reaching established goals and objectives, organizational structure, and legislative intent.

Administrator, Nevada Equal Rights Commission

Oversaw handling of employment discrimination complaints relating to race, national origin, color, religion, sex (gender and/or orientation, age (40+) and disability as well as discrimination complaints in public accommodations and housing.

Internal Auditor

Responsible for conducting audits on accounts, records, activities, operations and/or internal controls of the Department to ensure compliance with State and Federal rules and regulations and legal requirements and/or proper safeguarding of agency funds.

Las Vegas Hilton

2006 to 2008

Hotel Controller

Member of senior staff with full responsibility for strategic planning and leadership for several financial functions including accounts receivable, hotel audit, group billing, inventory control and night audit.

Paris/Bally's Las Vegas

2001 – 2005

Assistant Financial Controller

Responsible for several financial functions, including accounts payable, inventory control and the General ledger for two gaming properties. Responsible for the preparation and analysis of the financial statements. Conduct monthly P&L reviews. Represented and defended the company before the Gaming Control Board, Sales and Use Tax, Modified Business Tax, as well as SEC audits.

Inventory Control Manager

Responsible for protecting the assets of two properties with 17 different storerooms containing \$4.5 million in assets. Supervised 6 inventory control clerks, and posted to the G/L all costs of sales, expense and purchasing accrual entries.

Revenue Audit Supervisor

Supervised 18 audit clerks to protect company assets by conducting daily audits for 2 hotels, 15 food outlets, 20 bars, 12 retail outlets, 2 box offices, 1 spa and wedding chapped.

General Ledger Accountant

Tasked with bank reconciliations, inter-company accounts, occurring journal entries for monthly closes.

U.S. Navy, Gulfport, MS

1991 – 1995

Petty Officer Second Class

Squad leader for 13-man squads and project supervisor on various large scale construction projects all over the world.

WORK HISTORY

BS Degree in Accounting/MIS, 2001
Graduated with a Double Major
Southern Utah University, Cedar City, UT

JULIAN M. MONTOYA

Experience

2009 to Present Nevada Department of Education – Assessment, Program Accountability and Curriculum, Carson City, Nevada

Assistant Director

- Assistant Director of the Accountability Program within APAC
 - Manage and coordinate federally mandated EDEN statewide data submission to the US Department of Education as the NV ED Facts Coordinator
 - Manage and coordinate EDEN data quality process throughout NDE
 - Student Information System liaison for program offices within NDE
- 2006 to 2009 Nevada Department of Education – Assessment, Program Accountability and Curriculum, Carson City, Nevada

Evaluation Consultant

- Program Manager of the Norm-Referenced Testing Program in Nevada
- Provide training, management support, and coordination for all schools in Nevada who participate in the annual Norm-Referenced Test.
- Ed Facts Coordinator for Nevada
- Provide management and coordination in providing all Nevada state educational data to the Federal Government.

2002 to 2006 Nevada Department of Human Resources – Rural Clinics, Hawthorne Mental Health Clinic, Hawthorne, Nevada

Mental Health Counselor III

Licensed Marriage and Family Therapist.

Provides outpatient-counseling services including individual therapy, couples counseling, family and group therapy.
Provides emergency interventions and on-call after hour services.

2000 to 2002 Hawthorne Elementary/Junior High School, Hawthorne, Nevada

Middle School Counselor

Provide counseling services to students, parents, teachers, administrators and community. Large group guidance development activities designed to foster students' academic, career, personal and social development.
Coordinated and conducted assessment tests and research projects.

1998 to 2000 Walker River Tribal Health Clinics, Schurz, Nevada

Marriage and Family Counselor

Provided counseling services to all Tribal members in the community.
Conducted and facilitates support groups such as anger management, parenting classes and domestic violence prevention.
Implemented program development, policy requirements and community service programs.

Education

1987 UC Santa Barbara, Santa Barbara, California - B.A. Sociology

1998 University of Maryland, European Division, Ramstein, Germany - M. Ed. in Counseling and Personnel Services

1998 University of Nevada, Reno - 15 Graduate Credits in Marriage & Family Therapy to obtain License in Marriage & Family Therapy for Nevada

Professional Training

US. Army Drug and Alcohol Rehabilitation Training 1997

Children's Mental Health Training 1999

Eye Movement Desensitization and Reprocessing (EMDR) 2005

Nevada Certified Program Manager Training

Professional Licenses

Nevada Licensed Marriage and Family Therapist – #0910

Nevada Licensed School Counselor

Nevada Certified Program Manager - 2009

Roger Sliva

(b)(6)

Technologies

During my 30+ years in IT I have been involved in projects using the following technologies:

Windows, Windows Server, Linux, Solaris, Unix, C, C++, C#, Objective-C, Java SE and EE, JSP, VB.NET, ASP.NET, SQL, SQL Server, Oracle, DB2, PostgreSQL, SSRS, SSIS, Sagent ETL, SharePoint, MojoPortal, Tomcat, Geronimo, Glassfish, UML, XML, XSL, XSLT, HTML, JavaScript, Ajax, jQuery, DOS, PowerShell, Hyper-V, Xen, Assembler, Basic, Fortran, Forth, Pascal, Python, Rexx, PalmOS, COBOL, CICS, TSO, JCL

Employment History

February 2006 – Present IT Professional IV

State of Nevada Department of Education, Carson City, NV

- Technical lead and Architect for the State's student information collection and reporting system, a complex statewide ETL system in a Microsoft Server environment.
- Lead engineer for 10+ development and support staff.
- Major responsibilities include:
 - SQL Server database design
 - ETL development (Sagent, then SSIS).
 - SharePoint and ASP.NET development including custom apps and web parts.
 - Designing and building a custom database-backed security architecture for SharePoint.
 - SharePoint administration
 - Student data analysis and business logic troubleshooting
 - SSRS report building
 - T-SQL stored procedure development and optimization.
 - Technical documentation writing.
 - SDLC management including SourceSafe management, application productionalization, and change management.

February 2004 – February 2006 State Enterprise Architect

State of Nevada Department of Information Technology, Carson City, NV

- Led Statewide IT architecture planning sessions with IT managers from various State agencies.
- Documented current status of IT in State government in UML.
- Proposed future-status goals for Statewide IT.
- Worked with IT managers and State Budget office to promote cross-agency projects.

February 2002 – February 2004 Private Consultant

Gardnerville, NV

- Contracted with Yet2.com after company was sold by building Java/JSP applications.
- Contracted with several small companies to build hand held applications primarily for PalmOS mobile devices using GNU C/C++ including a sound/photo capture app, a ski resort mapping app, and a Farrier tracking app.

August 1999 – February 2002 Lead Engineer

Yet2.com, Incline Village, NV

- Developed front and back end code for Yet2.com's intellectual property trading web site using Java, JSP, JavaScript, HTML, XSLT development against Oracle database.
- Responsible for app security, user registration and administration apps, technical want ads application, search application and content taxonomy app.
- Developed the web site's credit card purchasing app and merchant bank interface.

August 1997 – June 1999 QA/Software Engineer

Borealis Inc./ Portivity Inc., Carson City / Reno, NV

- Worked supporting this company's enterprise CRM product.
- Spent first year as a white/black box QA engineer
- Spent second year in charge of special projects.
 - Used C/C++ to develop a CRM product-enabled scripting language for help-desk/product management teams
 - Also developed a mobile PalmOS version of the CRM app using C/C++.
 - Completed an unfinished black-box testing harness for the CRM application using VB.

November 1988 – August 1997 Programmer Analyst / DBA

State of Nevada Department of Data Processing, Carson City, NV

- Developed numerous database-backed applications using FoxPro for State agencies including the Departments of Education, Administration, Information Technology, Military, Business and Industry, and the Governor's Office.
- Developed a CICS/TSO/Panvalet equivalent environment on LAN using MicroFocus COBOL to cut mainframe development costs.
- I was the DBA for Risk Management, Budget Office, and Welfare Division systems which included Oracle, SQL Server and DB2 during the multi-year development phases for each system.

Additional Relevant Employment

1988 Student Programmer, California State Department of Agriculture

Fortran Programmer, wrote a database engine for reference library

1984 – 1985 Electronic Technician, U.S. Coast Guard

LORAN technician

1979 / 1980 Engineer Assistant, Jet Propulsion Laboratory, Pasadena CA

Fortran Programmer for Testing Simulation Group for Galileo space probe mission.

Education

- U.S. Coast Guard Electronic Technician School, 1984
- B.A. Liberal Studies from University of California, Riverside, 1988
- DB2 Database Administration, 1993

David Young

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Experience

- **State of Nevada, Carson City, Nevada. January 2010 – present.**
Business Analyst, Nevada Department of Education (NDE)

Manage relationships between the Department over 30 Rural, Charter, Washoe and Clark County school districts. Provide support for PowerSchool and Infinite Campus Student Information Systems, and NDE SharePoint-based System for Accountability Information in Nevada for those districts.

Managed technical implementation and operation of:

- Apportionment process for NDE Fiscal Department to distribute \$1.5B student funding.
- Statewide Student Performance Assessment Reporting system.
- Design and implementation of Federal and State Discipline and Weapons Incident tracking.
- Integration of Federal reporting changes for EDFACTS and EDEN reporting.

Improved State and District data quality by

- Improving Data Validation Processing and increasing the number validated business rules.
- Publishing procedural guidelines documents for Student Information and auditing systems.
- Providing end-user training including presenting at National User Group event.
- Initiated Nevada User Group for rural and charter school districts.
- Re-establishing for NDE Data Governance task team.

- **Bally Technologies, Reno, Nevada. March 2007 – April 2009.**
Product Manager Casino Management System (CMS) and Related Windows-based Systems

Reporting to the VP of Product Management, responsible for collection, analysis, documentation and implementation of business and regulatory requirements from Customers, Agencies, and Vendor-Partners, for Bally's *Casino Marketplace* CMS and other Windows-based systems.

- Worked with stakeholders in Sales, Marketing, Customer Services, Systems and Games Product Development, and Regulatory to develop and implement full SDLC including.
- Migrated Client Server applications to N-tier application model for primary systems to elevate Bally software to leading industry technology level.
- Defined initial requirements for Bally Business Intelligence system including definition of Key Performance Indicators and dashboard, indicator design specific to the Gaming industry.
- Provided technical and marketing support to US-based sales force and developing international regions with presentations at Bally facilities, customer sites, and gaming conventions.
- Provided primary and secondary customer contact through sales calls, technical demonstrations and user conferences.
- Coordinated efforts between US, India, France and China offices for next generation releases.
- Provided management with Contract analysis to revamp pricing models for all software products.

- **Self-employed / Personal Interests. April 2002 – February 2007.**

Following my departure from Microsoft, I successfully completed my MBA in Seattle. Upon return to Reno, I leveraged my MBA training, business and IT experience to manage a consulting practice providing technical software and systems support, entrepreneurial business development and training. Primarily developed business plans and financial models for companies in Mining, Renewable Energy, and Small-scale manufacturing to support Tier-1 financing objectives and follow good business practices. Installed and maintained small business Windows-based networks for businesses and educational institutions.

- **Microsoft Corporation, Redmond, Washington. April 1995 – March 2002.**
Senior Product Manager, Information Technology Group (ITG)

Reported to the ITG Director of Product Management. Managed ITG to Business Unit relationships for ITG Systems. Defined and managed implementation of small to large-scale ITG systems and associated business processes utilizing SDLC methodologies, integrating Microsoft Project for scheduling, milestone tracking, and resource loading, and Microsoft SharePoint for document management, communications and reporting.

Major system implementations included:

- Managing a team of eight to ten IT professionals resources with a matrix of key business users building a Siebel-based corporate Help Desk Call Center systems with 300 end-users servicing 40,000 customers, with integrated knowledgebase and IVR capabilities.

David Young

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- o ITG Network Performance and Inventory System for management of world-wide communication infrastructure leveraging CISCO and HP tools with Microsoft SQL Services for complex dashboard reporting.
- o IT Service Level Agreement tracking and reporting system with CIO and operational dashboard reporting for US domestic and International Regional Service Centers to assure consistent quality 24-hour support to worldwide corporate offices.

Senior Program Manager, ITG

Reported to the ITG Director of Product Management, matrix reporting to other departmental managers dependent on projects. Responsible for development of Functional Design Documentation from User Requirements, implementation of Functional Specifications with development and test teams for ITG Service Management initiative following ITG SDLC methodologies.

- o Designed and managed CIO reporting, dashboard and scorecard applications to promote and monitor ITG Service Delivery performance. Applications included Data Warehouse, real-time operational and reporting systems to track and display ITG Service Delivery Metrics, Data, VOIP and Telephony Infrastructure performance, capacity and availability.

Application Support Manager, Microsoft Licensing (Reno, Nevada)

Reported to the VP of IT, Reno. Advance-team member responsible for initial set-up and hiring for new Reno MSLI facilities. Following initial start-up of operations, I managed development and support team of six to ten employees responsible for internal and customer-facing OEM Licensing Systems, and Interfaces with Redmond-based corporate applications.

Project Manager, OEM Licensing Group

Reported to the OEM IT Director, with matrix management of key business users from OEM Finance and Manufacturing.

Responsible for the integration of over 30 stand-alone OEM Licensing systems, from Enterprise manufacturing and Financial systems to self-managed spreadsheet and Access applications, into an SAP ERP implementation for the Microsoft OEM Licensing business. Managed user requirements and expectations, data conversion process, and co-managed development team of up to 25 IT employees, business representatives from OEM Financial and Manufacturing groups, and 45 contractors from Deloitte & Touche Consulting.

Efforts resulted in an on-time, successful migration of \$12B business in a fast-tracked 9-month project. Proved secondary implementation goal demonstrating Microsoft SQL architecture capability for handling enterprise applications working with SAP.

Sr. Support Analyst, OEM Licensing Group

Reported to OEM IT Director. Responsible for development, support, DBA and system management functions for the OEM Licensing business VAX / Ingres platform and associated systems and applications. Migrated VAX/Ingres databases to Microsoft infrastructures.

- **IQ Consulting, Bellevue, Washington. April 1994 – March 1995**
Consultant to Microsoft, Redmond, Washington

Responsible for development, support, DBA and system management functions for the OEM Licensing Business VAX / Ingres platform and associated Windows NT / SQL systems and applications.

Education

- **MBA - Seattle University**, Seattle, WA. March 2003.
- **B.S. Computer Technology - Eastern Washington University**, Cheney, WA. June 1983.
- **Rensselaer Polytechnic Institute**, Troy, NY. Computer engineering program, 1980.

Technologies & Skills

• Microsoft Expression Web	• Siebel CRM	• SAP Operations, Financials
• Microsoft Office Suite Expert	• Project Management	• Data & Process Modeling
• Microsoft Windows Systems	• Business Process Mgmt	• Requirements Analysis

David Young

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Other Activities

US Coast Guard Licensed 50-Ton Master.

US Coast Guard Auxiliary Division Vice Commander / Flotilla Staff Officer / Coxswain.

Offshore sailboat racing.

R É S U M É

Lee R. DeBurle
Nevada Department of Education

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WORK EXPERIENCE:

- 2010 - **Nevada Department of Education – Career and Technical Education Education Programs Professional** – Career Technical Education Reporting System (CTERS). Oversee CTERS data reporting and analysis for federal reporting of Consolidated Annual Report. Oversee and coordinate accountability system for postsecondary CTE. Conduct research on ad hoc topics and provide general technical assistance to the Department of education. Provide professional development and technical assistance to CTE programs. Monitor CTE programs as required to assure compliance with state and federal data mandates. Member of the Data Collaborative Committee.
- 2008-2010 **McClelland Laboratories, Sparks, NV. Environmental Lab Technician.** Worked with environmental processes for mining remediation planning. Provided data input reporting for process analyses. Help develop electronic data base for storage and retrieval of environmental data and reporting.
- 1997-2007 **University of Nevada, Reno - Cooperative Extension - 4-H Military program (Washoe County). Letter of Appointment State UNCE 4-H Teen Programs.** Community Based Instructor II - Working with children grades K-12 in an after school environment providing homework assistance, educational opportunities, developing life skills, and working various craft projects, and club development. Previously, as part of my responsibilities, I was required to oversee and evaluate an assigned staff for their ability to work with children, timeliness of reports, and time cards. **Awarded Afterschool Alliance regional “Afterschool Hero of the Year” for 2000.** Assisted in 4-H Capital Day’s program, 4-H Ambassador Program and planning for 4-H Discover Your Future Program Events. My current computer skills include Microsoft Word, Excel, Power Point, and some Access and WordPerfect suite experience.
- 2000- 2003 **Nevada Leadership Academy** - Nevada teaching credential Elementary k-8 with k-12 School Administrator and substitute attachment. Started teaching with the school the first year it open at the 5th grade level and then taught 5th and 6th grade combination class. Additional assignments - Health and Discipline community, acting administrator whenever the administrator was out or unavailable, grade level committee chair. Board appointed co-administrator to close out school year.
- 1999-2000 **Substitute Teacher.** Day teaching all grade levels and long term substitute

experience at the first grade level - Washoe County School district.

- 1994-1996 **Aydin Corporation West**, 30 Great Oaks Boulevard, San Jose, California
Senior Technician - High Power Test/Radio Test
Conduct and evaluate test performance on Multiple Threat Emitter Simulation (MUTES) system for the Air Force. Test and evaluate component parts of the GRC 222 radio telecommunications system for the Army. Provide input for contract proposal work.
- 1993-1994 **Substitute Teacher**. Credentials: Vocational Education in Electronics, Emergency California credential in general education K-12.
- 1989-1993 **Aydin Corporation West**, 30 Great Oaks Boulevard, San Jose, California
Supervisor - High Power Test
Plan, conduct and evaluate test performance on Multiple Threat Emitter Simulation (Mutes) system for the Air Force. Oversee test efforts in support of commercial Klystron and Traveling Wave Tube amplifiers used in satellite communication systems. Applied engineering techniques in evaluating technical problem areas to reduce and eliminate production problems. Served three years on the Health and Safety Committee. Developed reports using Microsoft Excel and Word.
- 1980-1989 **Litton Applied Technology**, 4747 Hellyer Avenue, San Jose, California
Engineer Associate
Planning, writing, conducting, and evaluating electromagnetic compatibility (EMC/EMI) testing and interfacing with military representatives; test and evaluate various aircraft RF subsystems and components; coordinate usage of department test equipment.
- 1968-1980 **United States Air Force**
Twelve years military training and experience in electronics.
Radar Technician: Outstanding ability in troubleshooting equipment malfunctions, component repair, and deficiency analysis of equipment and personnel.
Shop Supervisor: Experience working with and supervising personnel in radar component repair.
Master Instructor: Instructed students in fundamental electronics, component repair, solid state devices, digital display systems, radar technology, and analog computer systems.
Technical Writer: Write, proof, and edit instruction manuals in electronics and primary radar technology.

EDUCATION:

2003 – 2005: University of Phoenix - MA in Ed. Administration GPA - 3.84

- 1998 - 1999: Sierra Nevada College, Certificate in Elementary Education - GPA 3.92
Dean's list
- 1989 - 1993: University of San Francisco, B.S., Organizational Behavior - GPA 3.625
- 1980 - 1984: College of San Mateo - Math, Digital Electronics, and General courses.
- 1974 - 1975: University of Maryland - Elementary German, English 101, History of Art
- 1969 - 1979: Community College of the Air Force - Certificates of training in the following courses: Training Supervisor, Technical Writer of Resident Materials, Tests and Measurements, Academic Counseling, Technical Instructor, Electronic Principles.

STATE of NEVADA - MASTER SERVICES AGREEMENT (MSA) 1836
SERVICE LEVEL CLASSIFICATIONS *Effective July 1, 2010*

SERVICE LEVEL CLASSIFICATIONS – GENERAL INFORMATION

MSA contractors must furnish qualified, experienced personnel to perform the required level of services detailed below or as detailed in the project specific Request for Service (RFS). Contractors shall provide fully trained and experienced personnel (including replacement personnel) required for performance of any work under a work order awarded. Consultant knowledge must be sufficient so that training will not be needed to perform the specific work order assignment. The skill sets identified below are the **minimum requirements** for each service level. At the time a RFS is issued, the specific requirements and qualifications for a requested service level will be identified including specific years of experience. The State reserves the right to request a combination of some of the skill sets across classifications. Consultants requested within any service level identified below must be able to demonstrate experience and the ability to prepare any State requested documentation.

Project Manager – Level III (PM3)

1.1.1 Required Qualifications

- 1.1.1.1 Minimum required qualifications for a Level II Project Manager;
- 1.1.1.2 Minimum of five (5) years of project management leadership in a relevant functional or technical field;
- 1.1.1.3 Demonstrated ability in the following nine (9) additional competencies:
 - Project Initiation and Solution Analysis;
 - Activity Definition and Sequencing;
 - Project Execution and Control;
 - Request for Proposal (RFP) Processes;
 - Procurement Planning;
 - Cost Benefit and Return on Investment (ROI) Analysis;
 - Vendor Evaluation;
 - Performance Planning;
 - Project Closeout.
- 1.1.1.4 Proven experience in managing risk and quality assurance;
- 1.1.1.5 Proven experience with managing more than one (1) vendor;
- 1.1.1.6 Demonstrated ability to coordinate between multiple agencies and project teams;
- 1.1.1.7 Demonstrated team building and leadership skills
- 1.1.1.8 Effective relationship management skills;
- 1.1.1.9 Effective communication skills in both verbal and written form to all levels of management;
- 1.1.1.10 Demonstrated ability to speak at public meetings and testify before the State Legislature;
- 1.1.1.11 Working knowledge of industry accepted methodologies, policies, standards, procedures and practices.

1.1.2 Desired Qualifications

- 1.1.2.1 Bachelors Degree or equivalent combination of education and experience in a relevant discipline.
- 1.1.2.2 Project Management Institute (PMI) Certified Associate of Project Management (CAPM) certification or higher; and
- 1.1.2.3 Government related experience in an applicable functional or technical field.

Systems Administrator/Analyst (SYS)

Consultant(s) shall demonstrate abilities and experience in systems with a wide variety of products. Consultant(s) shall demonstrate abilities and experience in analysis, design, development, maintenance and modification of computer and communications hardware, operating systems and auxiliary software packages required to support various computer systems and peripheral devices on the platforms specified in each individual RFS.

Consultant(s) shall demonstrate experience and ability to ensure continuous uninterrupted operation of the computer system they are working with, troubleshoot and resolve performance issues, assess long range and short range hardware and software requirements, implement hardware and software changes and provide technical training and advice to programmers, analysts and management.



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
IT PROFESSIONAL IV	41	B	7.921
IT PROFESSIONAL III	39	B	7.925
IT PROFESSIONAL II	37	B	7.926
IT PROFESSIONAL I	34	B	7.929
IT PROFESSIONAL TRAINEE	31	B	7.951

SERIES CONCEPT

Information Technology (IT) Professionals analyze, develop, implement, maintain, and modify computer operations, systems, networks, databases, applications, and/or information security. Incumbents may perform duties in one or more IT specialization areas depending on the needs of the agency.

Conduct detailed alternative analyses and determine end-user requirements through consultation with end-users, technicians, vendors, management, and others.

Maintain documentation related to the assigned IT specialization’s architecture, operations, and other records of work activities as required.

Maintain current knowledge of technological trends and advancements in the IT field as well as security management practices, laws, policies, and ethics.

Participate in recommending and justifying resource allocations and expenditure decisions, tracking and recording expenditures, preparing purchase requests, and writing technical requirements for grant proposals.

Perform related duties as assigned.

SPECIALTY AREAS

Positions in this series focus on one of the specialty areas indicated below, perform a combination of duties in two or more areas, or function as generalists. The descriptions illustrate the nature of work commonly performed in an IT environment, but are not intended to be comprehensive. As technology evolves, other areas of specialization may emerge.

Computer Operations: direct help desk support and mainframe and server operations in order to ensure that all user files and reports are created, processed, and available in a timely manner and systems are maintained and monitored. Incumbents establish goals and objectives, arrange for emergency coverage, schedule staff rotations, and coordinate planned shutdowns of the system, system maintenance, and application software upgrades.

Systems Administration: select, analyze, maintain, and modify computer, communications, mainframe, and server hardware, operating systems, and auxiliary software packages required to support various information systems and back-up and recover the agency’s software and data. Incumbents install and test new system components, troubleshoot hardware and software problems, and modify and enhance systems to improve performance. Incumbents improve file organization, solve job control language or systems programming language problems, analyze program failures, and develop or suggest utility program uses.

SPECIALTY AREAS (cont'd)

Systems Administration: (cont'd)

Incumbents provide technical assistance and training to system users that require them to analyze computer output and programs, code, research programming manuals, and solicit vendors and other professional staff for technical information.

Network Administration: plan, design, develop, and verify the physical deployment of an integrated geographically dispersed information processing network. Incumbents administer networks comprised of multiple platforms, information resources, large grade applications, communications protocols, and physical network topologies.

Database Administration: model agency data, configure databases, tune performance, and back-up and recover data. Incumbents develop and implement standards and procedures to convert, transfer, and interface data within and between databases; maintain data dictionaries, repositories, and related software; control the authorized sharing of information with multiple users within and/or outside the organization; and provide technical consultation regarding application development and utility executions within various database environments.

Applications Analysis and Development: analyze, develop (design, program, and construct), implement, maintain, and modify various platforms of information systems. Incumbents are required to define and implement a solution to a given problem that requires an individually tailored response for end-user requirements. Incumbents must have the ability to program in a general purpose programming language, develop written requirements for proposed applications, develop and present applications training materials to users, and possess knowledge of the necessary interfaces to the computer operating system.

Information Security: administer security policies, security operations, and/or maintain oversight of information systems and data within the assigned area of information security responsibility. Incumbents work with management and technical staff to develop a comprehensive information security program for integrated IT systems within the State or agency and are responsible for three or more of the following ten security domain areas:

- Access control – centralized / decentralized / remote / federated
- Application/system development security – validation / verification / guidelines
- Continuity of operations/disaster recovery planning – business recovery
- Cryptography – transport / storage / authentication / non-repudiation
- Information security management – awareness / policies / risk management / procedural standards
- Operational security (OPSEC) – threats / hostile code / techniques
- Physical technical security – access systems / structural / environmental controls
- Security architecture and models – methods / security operational standards
- Security law, investigation and ethics – cyber crime / incident response / security regulation
- Telecommunications/network security.– enclave / monitoring / virtual private network / firewall / prevention

CLASS CONCEPTS

IT Professional IV: Under administrative direction, incumbents either:

- 1) perform duties described at this level and supervise at least one IT Professional III or II or Master IT Professional; or
- 2) perform duties described at this level within the Department of Information Technology for enterprise-level IT systems utilized by multiple departments; or
- 3) perform IT project management a preponderance of the time to include serving as the project leader; planning, organizing, and directing project activities; resolving design conflicts; data administration; resource allocation; contract negotiation; timeline development; critical path tracking; justifying the need for additional resources; and coordinating activities with other work units within and outside the organization as assigned; or
- 4) perform Information Security duties described at this level with at least 70% of the daily activities devoted solely to information security; or
- 5) perform technology planning and consultation duties within the Department of Information Technology. Technology planning and consultation duties include providing and/or performing: initial contact with agencies to assess their needs and develop their information technology plans; technical support for the Request for Proposal (RFP) process and software and hardware evaluations; guidance and technical assistance in completing appropriate Information Technology (IT) budget request forms; recommendations for feasible and cost effective technical solutions to customer agencies and reviewing agency IT project requests; research, information, testing and training for IT related issues to ensure viable, cost effective technology implementation; and enterprise-wide planning, policy and research.

Incumbents may supervise subordinate staff which may include Master IT Professionals.

Systems Administration: Incumbents perform the technical and professional work associated with the analysis, enhancement, maintenance, and installation of major information systems including different platforms of mainframes or servers, and participate in strategic planning for future information systems activity. Incumbents typically work with multiple complex information systems and have departmental and external scope.

Typical tasks include serving as a principal technical resource person for a department's strategic information systems planning group and as a liaison to vendor technical personnel; evaluating and making technical recommendations regarding equipment configurations and associated software; performing system design work in situations of unusual difficulty or in the presence of critical or conflicting requirements; coordinating with other agencies and departments concerning technical issues; and designing monitoring techniques and/or equipment to assess system and application operation and performance.

Network Administration: Incumbents typically have responsibility for server deployment and agency architecture and participate in the fiscal decision making process and may have primary responsibility for decisions made. Incumbents spend the majority of their time on network design/architecture and less time on troubleshooting and maintenance than lower levels in the same IT specialization; typically have administrative control of routers; and serve as project managers and regularly interact with vendors. Failure typically has agency-wide effects.

Typical tasks include diagnosing and optimizing distributed applications interconnectivity issues; designing agency network architecture; placing, testing, and verifying distributed applications interconnectivity; integrating directory services; configuring distributed authentication; supporting multiple platforms; configuring firewalls; designing, configuring, and installing virtual private networks; comparing departmental security policies to State policies; writing security compliance and exception reports; and analyzing authentication logs.

CLASS CONCEPTS (cont'd)

Database Administration: Incumbents plan, direct, design and coordinate multiple agency databases; establish agency database policies and procedures that are compliant with Statewide policy and procedures; determine information needs to include planning, analyzing, modeling, documenting and designing statewide database systems; enforce established standards and procedures; ensure that databases are available to authorized persons; and participate in State IT activities and policy-making activities and/or serve on various committees and work groups.

Applications Analysis and Development: Incumbents perform the most advanced professional work to solve current and anticipated user problems using the capabilities of an information system; review present and prospective software and/or hardware methodologies in order to keep agency practices current with advancing technology; analyze and resolve implementation design issues in situations of unusual difficulty or in the presence of critical or conflicting requirements; translate user or project requirements characterized by conflicting or critical design parameters into a computer based solution; act as an acknowledged authority on a broad range of developmental and implementation issues and serve as the primary technical resource for lower level personnel; and discover general solution approaches to entire classes of related problems.

Typical tasks include serving as a liaison to IT personnel, vendors, outside users, and others; coordinating with other agencies and departments concerning technical issues; developing and documenting appropriate standards and criteria for acceptable programming, documentation, and systems development life cycle practice; maintaining technical currency in coding techniques; programming proof of concept and implementable applications as assigned; developing, implementing, coding, testing, and documenting a program written in a general purpose programming language.

Information Security: Under general direction, incumbents perform advanced journey level duties and are responsible for directing and managing the division/unit information security program with direct authority for the design, establishment, administration, and execution of a portion of the division/unit information security program which typically has Statewide effects.

Incumbents perform all or some of the duties described in the series concept at the division/unit level with at least 70% of their daily activities devoted solely to information security. Incumbents interact with internal and external peers and higher supervisory levels in order to answer questions requiring explanation or interpretation of information security standard procedures; identify complex information security risks, vulnerabilities and problems; select the best course of mitigation actions for security issues; and solve security problems involving some conflict and requiring interpretation/application of policy.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to a pre-employment screening for controlled substances.
- * Some positions are subject to call-out or call-back.
- * Some positions require specialized certification that will be identified at the time of recruitment.
- * Some positions require statewide travel.
- * Some positions require work on evenings, weekends, and/or holidays.

In addition, some positions in Computer Operations require:

- * IT Professional III – One year of the required experience must have been in a supervisory capacity.

INFORMATIONAL NOTES:

- * Applicants for positions in this series may have a combination of complementary education, experience, knowledge, skills, and abilities that qualify for the class level and specialty being recruited.

Additional Informational Notes for Information Security positions:

- * International Information Systems Security Certification Consortium, Inc (ISC²) – Certified Information System Security Professional (CISSP) is equivalent to three years of experience.
- * Information Systems Audit and Control Association (ISACA) – Certified Information Security Manager (CISM) is equivalent to two years of experience.
- * Global Information Assurance Certification (GIAC) – Security Expert is equivalent to two years of experience.
- * Other nationally recognized information security certifications may be substituted for up to one year of experience.
- * Nevada Information Security Professional (NISP) or CISSP certification must be obtained within 12 months of appointment and maintained as a condition of continued employment.

IT PROFESSIONAL IV

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university with major course work in computer science, management information systems, or closely related field and five years of progressively responsible professional IT experience relevant to the duties of the position which may include systems administration, network administration, database administration, applications analysis and development, and/or information security, two years of which were at the advanced journey level or in a supervisory or project management capacity; **OR** bachelor's degree from an accredited college or university with major course work in computer science, management information systems, or closely related field and five years of progressively responsible professional IT experience which may include systems administration, network administration, database administration, applications analysis and development, and/or information security, relevant to the duties of the position, two years of which were at the journey level in information security; **OR** two years of relevant experience as an IT Professional III in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements and Informational Notes*)

Systems Administration:

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Detailed knowledge of: principles of designing test procedures; principles, practices, and procedures required to design, analyze, and maintain software; principles, tools, and techniques as applied to writing

MINIMUM QUALIFICATIONS (cont'd)

IT PROFESSIONAL IV (cont'd)

Systems Administration: (cont'd)

and modifying programs; systems programming languages and techniques. **Working knowledge of:** capacity planning techniques; performance monitoring principles and related software products; telecommunication technology and related systems software; various systems software products and their interrelationships; vendor procedures for applying maintenance and temporary fixes. **General knowledge of:** supervisory principles and techniques if applicable to the assignment. **Ability to:** analyze and diagnose operational hardware and software problems occurring in a computer environment; anticipate and plan for future information system technologies; assign work to and coordinate and train subordinate personnel; develop and prioritize task lists and resolve problems; develop technical specifications for bid requests and analyze vendor responses; implement state wide, multi-departmental operating systems; provide high-level technical consultation and training. **Skill in:** developing specialized programs for other programmers; improving the performance of complex computer systems; *and all knowledge, skills, and abilities required at the lower levels in the same IT Professional specialization*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Detailed knowledge of: State regulations related to IT and purchasing. **Working knowledge of:** personnel administration. **Ability to:** train, supervise, and evaluate the performance of assigned personnel.

Network Administration:

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Detailed knowledge of: the methodology for implementing distributed applications; network authentication; data storage networks; network security design and implementation; network communications hardware such as routers, switches, and firewalls; systems integration, hardware, and data communications; virtual private networks and virtual LANs; network performance trending and network utilization; data processing systems; network design and architecture. **Working knowledge of:** network file and application servers, project management, directory services integration, intrusion detection/prevention systems logs, data encryption methodologies. **General knowledge of:** supervisory practices if applicable to the assignment. **Ability to:** configure and deploy firewalls, routers, and switches; present network design recommendations to management; implement network design changes; provide technical training, direction, and leadership; plan, organize, and direct projects; provide communications protocol analysis for large applications; design and configure virtual private networks; interpret authentication logs; *and all knowledge, skills, and abilities required at the lower levels in the same IT Professional specialization.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Detailed knowledge of: State regulations related to IT and purchasing. **Working knowledge of:** personnel administration. **Ability to:** train, supervise, and evaluate the performance of assigned personnel.

Database Administration:

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Detailed knowledge of: database and operating system performance tuning and monitoring; database backup and recovery scenarios and methodologies; software installation, configuration and maintenance; structured query language. **Ability to:** analyze and recommend the purchase/lease of client server applications, database products, and development and integration tools; provide effective and responsive customer service in a computing environment directly supporting business operations; design, code and debug stored procedures and functions; lead the architecture, design and implementation of new database applications; *and all knowledge, skills, and abilities required at the lower levels in the same IT Professional specialization.*

MINIMUM QUALIFICATIONS (cont'd)

IT PROFESSIONAL IV (cont'd)

Database Administration: (cont'd)

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Detailed knowledge of: State regulations related to IT and purchasing. **Working knowledge of:** personnel administration. **Ability to:** train, supervise, and evaluate the performance of assigned personnel.

Applications Analysis and Development:

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Detailed knowledge of: access methods and file structures; at least one formal systems design methodology; principles of designing test procedures; principles, practices and procedures required to develop, design and implement information system-based solutions in a wide range of problem domains; strengths and limitations of a number of general purpose programming languages (in software-oriented positions). **Working knowledge of:** project control techniques, including cost estimating and resource scheduling. **General knowledge of:** a network topology and protocol; computer platforms, capabilities and support software; supervisory principles and techniques if applicable to the assignment; telecommunications principles and support software. **Ability to:** assign work to and coordinate and train subordinate personnel; extract logical commonalities among classes of problems; select appropriate data structures and algorithms to achieve efficient problem representation and resolution; translate data structures and algorithms. **Skill in:** problem solving, analysis and synthesis; *and all knowledge, skills and abilities required at the lower levels in the same IT Professional specialization.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Detailed knowledge of: State regulations related to IT and purchasing. **Working knowledge of:** personnel administration. **Ability to:** train, supervise, and evaluate the performance of assigned personnel.

Information Security:

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: current principles, theories, practices and procedures related to information security management; five of the ten information security domains; general-purpose security controls; current information security trends and technologies; strategic planning and project management at the division/work unit level; policy development and implementation; methods and techniques used to safeguard against accidental or unauthorized modification, destruction or disclosure of data to meet security needs; interagency business practices and principles. **Ability to:** identify complex information security risks, vulnerabilities and problems; select the best course of mitigation actions for security issues; assess the security and/or vulnerability of information assets to assist in developing a risk assessment of multiple security domains; assess costs and present alternatives for the assigned area of responsibility; analyze data, solve problems and make appropriate decisions within five of the ten domains; design appropriate solutions to complex security problems; *and all knowledge, skills, and abilities required at the lower levels in the same IT Professional specialization*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Working knowledge of: departmental regulations, policies, standards and procedures related to IT systems, services and security. **General knowledge of:** State personnel and purchasing regulations.



CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
BUSINESS PROCESS ANALYST III	38	B	7.655
BUSINESS PROCESS ANALYST II	36	B	7.656
BUSINESS PROCESS ANALYST I	34	B	7.657

SERIES CONCEPT

Business Process Analysts apply an in-depth knowledge of the agency's program areas to define and implement a solution to a given problem that requires an individually tailored response for end-user requirements.

Analyze business processes by maintaining documentation of agency business processes, developing procedural alternatives in the absence of properly operating software, identifying work processes that may be automated, researching and evaluating computer hardware and software needs, defining potential benefits of proposed system or deficiencies to be corrected in the existing system, proposing business process improvements, and defining and documenting data definitions and relationships to be used in the foundation of systems development.

Develop requirements by participating in agency program planning; determining business function and end-user requirements through consultation with end-users, technicians, vendors, management, and others; conducting detailed alternative analyses; developing written requirements for proposed systems and applications; writing technical requirements for grant proposals as required; and preparing documentation for the computer system manual.

Monitor financial aspects of system development by participating in recommending and justifying resource allocations and expenditure decisions, participating in budgeting, preparing purchase requests, tracking and recording expenditures, and tracking project progress and costs.

Test systems functionality by preparing test plans and participating in quality assurance.

Monitor system implementation by participating in procedure development and evaluation, preparing end user procedures, devising and implementing procedure modifications, developing transition plans, developing training material, and participating in training development and presentation for a variety of agency programs and applications.

Analyze the regulatory environment by reviewing new and revised federal and State laws, regulations, and agency policies and interpreting their effect on the program area.

Coordinate with other professional staff by initiating system work requests, assisting staff in developing bridging specifications to program areas that interact with computer processes and output, and working with programmers to test and support implementation of system changes.

Perform related duties as assigned.

BUSINESS PROCESS ANALYST II

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in business, public administration, management information systems, or other disciplines related to the assignment and two years of professional experience in a related program area analyzing and interpreting program laws, regulations, policies and procedures, which included one year of experience applying recognized data processing concepts to business process planning and analyses; **OR** one year of experience as a Business Process Analyst I in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements*)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Working knowledge of: a variety of end-user tools and applications; principles, practices, and procedures required to design and implement information systems-based solutions. **General knowledge of:** automated systems logic; data processing concepts including general database, system security, data communication, and multiple platform strengths and weaknesses; accepted practices and methods used in designing program reviews and evaluations; at least one formal systems design methodology; principles, practices and procedures required to develop, design, and implement information system-based solutions in a wide range of problem domains. **Ability to:** perceive and define cause and effect relationships in business processes and automated systems; troubleshoot computer operating problems; analyze organizational and administrative programs, policies and procedures and prepare plans for revision; coordinate the exchange of information and opinions with others to formulate policy and procedures; apply multiple, complex program regulations, policies and procedures and select alternative methods that affect the manner and speed with which program activities occur; interpret and apply broad and ambiguous statutes and regulations; compute ratios, rates, and percentages; decompose problems into constituent parts; interview users to identify needs; make decisions and use independent judgment (independently choose appropriate action after reviewing alternatives). **Skill in:** working with computer programming staff to test and implement computer systems changes; analyzing information, problems, or practices to identify relevant concerns, patterns, tendencies, and relationships, and formulate logical conclusions; writing concise, logical, grammatically correct analytical reports; speaking on a one-to-one or group basis using appropriate vocabulary and grammar to obtain information, explain policies and procedures, and persuade others to accept or adopt a specific opinion or action; negotiating and exchanging ideas, information, and opinions with others to formulate policies and procedures and reach consensus; organizing materials, information and resources systematically to optimize efficiency; developing, analyzing and interpreting program requirements for management or other agency staff; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
Working knowledge of: departmental policies and procedures related to the program area.



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

Table with 3 columns: TITLE, GRADE, BEO-4 CODE. Rows include EDUCATION PROGRAMS DIRECTOR (Grade 41, BEO-4 Code A 5.205), EDUCATION PROGRAMS SUPERVISOR (Grade 40, BEO-4 Code B 5.206), and EDUCATION PROGRAMS PROFESSIONAL (Grade 39, BEO-4 Code B 5.232).

SERIES CONCEPT

Education Programs Professionals assist and foster the growth of K-12, postsecondary, and related education programs throughout Nevada by providing technical assistance, training, and oversight.

Assist and foster the improvement and growth of assigned education programs; develop tools and resources used by local agencies to accomplish required or desired objectives.

Provide training, technical assistance, and outreach regarding education program legal requirements and best practices individually or in group sessions.

Collect, analyze, and report education program related data; assist schools in meeting accountability and reporting requirements.

Coordinate the development of education standards for various subject areas; develop assessments and security/administration protocol to measure the performance of students, schools, and school districts regarding federal and State standards and indicators.

Oversee school compliance with federal and State requirements by monitoring and reviewing program documentation and conducting interviews.

Review federal and State education program related statutes and regulations; draft language for proposed State regulations; coordinate adoption of proposed regulations; provide input on statutory language.

Review education program subgrant or claims requests and recommend approval or denial; monitor and provide assistance regarding funds usage; manage subgrant applications.

Perform related duties as assigned.

CLASS CONCEPTS

Education Programs Director: Under administrative direction of a Deputy Superintendent in the Department of Education, incumbents manage programs and budgets; oversee grants or claims administration; acquire funds, establish program priorities, and allocate staff and related resources; discuss or negotiate difficult issues with agencies and elected and appointed officials; and train, supervise, and evaluate the performance of Education Programs Supervisors or Education Programs Professionals.

Education Programs Supervisor: Under general direction of an Education Programs Director in the Department of Education, incumbents perform duties described in the series concept and ensure compliance with program legal requirements; review grants, claims, and/or program recommendations; allocate staff and related resources for an assigned program; advise subordinates regarding assistance provided; and train, supervise, and evaluate the performance of Education Programs Professionals.

Education Programs Professional: Under limited supervision, incumbents perform duties described in the series concept and may train, supervise, and evaluate the performance of subordinate technical and administrative support staff. This is the journey level in the series.

EDUCATION PROGRAMS PROFESSIONAL

EDUCATION AND EXPERIENCE: An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and one year of professional experience in an educational program area related to the position; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and two years of professional experience in an educational program area related to the position. (*See Special Requirements and Informational Note*)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

Detailed knowledge of: a specific field of study related to the program area. **Working knowledge of:** current issues and best practices in the assigned program area; data analysis necessary to evaluate success and trends of the program area; chart, graph, and table formatting to produce reports; computer applications used for email, spreadsheets, word processing, and databases. **General knowledge of:** education systems, procedures, and methods; federal laws and regulations pertaining to education and the assigned program area(s). **Ability to:** analyze and summarize data; analyze information, problems, and situations to define the problem, formulate logical and objective conclusions, and recognize alternatives and their implications; arrive jointly or independently at decisions, conclusions, or solutions; compile research and information gained from interest groups into written and oral presentations that provide direction for the development of goals and objectives of the program; disseminate information logically and clearly; establish and maintain cooperative working relationships with co-workers and project staff in the school districts, the university system, and other organizations, agencies, and the public; facilitate group discussion of identification of issues, concerns, questions, and proposed solutions; interpret information such as federal laws, regulations, and other documents; meet established deadlines with quality products; plan and organize workshops and in-service activities that make the best use of time for participants; prepare and present a variety of oral and written reports as needed; present to small or large groups to provide information, coordinate discussion,

and motivate others to action; write concise, logical, and understandable grammatically correct letters, memoranda, reports, minutes, handbooks, directions, technical reports, plans, guidelines, instructions and compliance finding reports.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

Working knowledge of: agency policies pertaining to the assigned program area(s); federal and State laws and regulations pertaining to education and the assigned program area(s); federal guidelines for reporting educational information. **Ability to:** analyze situations and problems and determine appropriate resolutions based on historical data, interpretation of rules and regulations, and knowledge of the programs in operation; anticipate future ramifications of regulation changes; design and produce pamphlets, fliers, announcements, and web content that effectively communicate with the intended audience; develop needs assessment strategies, synthesize findings, and effectively communicate needs to obtain essential technical assistance; facilitate and assist local school districts or agencies to submit applications within established timelines; obtain pertinent information from parents, professionals, and other stakeholders and accurately report appropriate findings; train, supervise, and evaluate the performance of technical and administrative support subordinate staff if applicable to the position.

This class specification is used for classification, recruitment, and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this series.

ESTABLISHED:	<u>5.205</u> 2/3/92UC	<u>5.206</u> 2/3/92UC	<u>5.232</u> 2/3/92UC
REVISED:	10/20/10UC	10/20/10UC	10/20/10UC

APPENDIX D: GLOSSARY of ACRONYMS

ACT	Prior to 1996, American College Testing. In 1996 the name was changed to ACT
AP	Advanced Placement
BPAII, BPA2	Business Process Analyst II
CSD	County School District (Nevada CSDs are LEAs)
CTE	Career and Technical Education
CTECS	Career and Technical Education Consortium of States
DBA-ITP4	Database Administrator, Information Technology Professional, level 4
DBDM	Data-Based Decision-Making
DETR	Nevada Department of Employment, Training, and Rehabilitation (workforce)
DoIT	Nevada Department of Information Technology
DVR, DVRs	Data Validation Report(s)
EDEN	Federal Education Data Exchange Network
EPP	Education Programs Professional
est.	estimated
FERPA	Family Education Rights and Privacy Act
FRL	Free and Reduced Lunch (determines student low-income status)
FTE	Full-Time Equivalent (specifically percent of employment and/or project time)
HS	High School
HSPE	High School Proficiency Exam
IT, ITP	Information Technology, Information Technology Professional
K-12	Kindergarten through grade 12
LEA	Local Education Agencies (each Nevada LEA is one school district)
MSA	Nevada Master Service Agreement (contractor agreements)
NDE	Nevada Department of Education (PreK-12)
NGA	National Governors Association
NIA	Notice Inviting Applications
NRS	Nevada Revised Statute
NSHE	Nevada System of Higher Education (postsecondary)
NV	Nevada
OWS	Operational Warehouse Staging
P-16	PreKindergarten through 16 grade levels
P-20W	PreK through 20 postsecondary grade levels and workforce
PM	Project Manager
PreK	Pre-Kindergarten
SAIN	System of Accountability Information in Nevada
SAT	Scholastic Aptitude Test
SFSF	State Fiscal Stabilization Fund
SLDS	Statewide Longitudinal Data System
SRCL	Striving Readers Comprehensive Literacy
SSN	Social Security Number
STEM	Science, Technology, Engineering, Math
TBD, TBH	To Be Determined, To Be Hired
UID; TUID	Unique Identification (number); Teacher Unique Identification (number)
USPI	Nevada Unique State Personal Identifier
WICHE	Western Interstate Commission for Higher Education

General Education Provisions Act (GEPA) Section 427
Nevada Department of Education

The Nevada Department of Education (NDE) provides leadership, resources, assistance, and oversight in partnership with school districts and others, to support student achievement and future success. The NDE is an equal opportunity / affirmative action agency. The NDE does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, disability, or sexual orientation. As such, no barriers will impede equitable access to the *Nevada 2012 SLDS Linking P-20W* project for educational personnel or other parties. All potential beneficiaries will be provided equitable access to participate in grant project activities and services. The NDE conducts numerous activities to ensure compliance with GEPA requirements including, but not limited to, the following actions. BARRIERS and SOLUTIONS are described on pp. 3-4.

A. State and federally funded positions within the NDE have a primary function to ensure that equity requirements are met. These positions include an Indian Education Programs Professional (State funded), as well as consultants within Title I and Title III whose job duties include providing services to special populations of students who would traditionally be considered potentially "at-risk." Examples¹:

1. The NDE and Nevada Indian Commission (NIC) collaborated on the successful Indian Education Summit in March, 2008, and continue to collaborate on the Nevada Indian Education Advisory Committee Strategic Plan. The Indian Education Consultant meets regularly with the NIC Executive Director and the Education Advisory Committee for Native American and Alaskan Natives (AI/AN) to work on innovative ways to increase the success rate of AI/AN students in Nevada.
2. The Indian Education Consultant manages the publication of the Indian Education Newsletter developed to highlight successful programs throughout the state that focus on ways to increase the success rate for American Indian students. The newsletter is divided into five sections and is available free of charge via electronic email, but will be available in the future through the NDE website.

B. The NDE houses the Office of Special Education, ESEA, and School Improvement, whose function is to focus on the needs of traditionally underserved populations and to ensure that both State and federal funds are used to provide equitable services to all student populations in the state. These activities include providing professional development that is focused on the needs of the diverse learner. Examples (implemented in 2006-2007)²:

1. The NDE contracted with an expert in data analysis who provided trend data across the state in order to reinforce the linkages among lower identification rates, access to general education curriculum through higher rates of inclusive placements, and higher performance on statewide achievement tests.
2. District identification rates and placement data were analyzed for ages 3-5 and 6-21 and presented to special education directors during August 2006. Guiding questions ("probes") for use in analyzing these placement data were used with the special education directors and training was provided on how to use these questions in concert with the data, to determine areas of strength and concern from which to plan improvement efforts. Additional (previously developed) probes were revisited with districts to assist them in evaluating:

¹ 2007 Nevada State Improvement Plan and 2006 Report of Accomplishments. (2007, December). p. 5.

² Nevada Part B State Performance Plan Improvement Initiatives: Activities/Timelines/Resources. (2008, February). pp. 3-4.

- IEP justifications for removal from regular education environments.
 - IEP components establishing a foundation for access to general education curriculum, e.g., present levels of performance, goals/objectives, special education services, and supplementary aids and services.
 - Extent to which accommodations for participation in general education curriculum are individually determined and precise.
 - Extent to which general education teachers are aware of and fulfill IEP implementation responsibilities.
 - Extent to which general and special education teachers use methods for collaboration that maximize students' access to general education curriculum.
 - Any disproportionality in placement of race/ethnic groups in less inclusive settings.
 - Teacher competency in core academic subjects.
3. IDEA state set-aside funds were used to support improvement initiatives at the district level, when those initiatives were reflected in district or school improvement plans and designed to support improved results for students with disabilities as described in the February 2007 State Performance Plan. Several school districts applied for and received these District Improvement Grants (DIGs) to support inclusive school practices.
 4. In August 2006, and throughout the school year, district administrators and other stakeholders identified needs for training and technical assistance at the statewide level; NDE staff used these recommendations to set priorities and allocate limited resources.
 5. Training was provided to Special Education District Administrators (SEDA) to increase their knowledge and understanding of how a quality intervention system supports the provision of inclusive placements for students with disabilities; technical assistance resources including materials/models from other states were provided.
 6. Special education directors received training on how to address considerations for least restrictive environments within school and district improvement planning efforts, including information on explaining data to district- and site-based leaders.
 7. Significant training was provided in the instructional consultation model, which serves as a platform for collaboration/consultation in regular education environments (described in detail under the improvement initiative "*Intervention Systems for Academic and Behavior Supports*").
 8. Evaluation data from all trainings (site-level, district administrators, statewide training) were analyzed to redesign and improve future training.
 9. Necessary information and other support, as requested, was provided to the 2007 session of the Nevada State Legislature to enhance educational opportunities for students with disabilities.
 10. Data analyses were conducted for use by special education directors to support inclusive placements for students ages 6-21—these data demonstrated that high rates of inclusion in general education classes were correlated with high rates of achievement on statewide assessments.
 11. Information and resource materials were provided to special education directors to facilitate the effective inclusion of preschoolers with disabilities and to support developmentally appropriate practices within those settings.

12. Collaboration occurred at a state level to ensure that students with disabilities are considered in district and school improvement plans and activities.
13. Title I and non-Title I school support team leaders for schools in need of improvement for three years and beyond were trained on how to analyze proficiency data for students with disabilities, and how to interpret that data in light of other special education data.

C. The NDE has established a bias review process which is used during all stages of test development so that statewide assessments are free of bias that would negatively impact diverse learners. Bias review is overseen by the NDE Office of Assessment, Program Accountability, and Curriculum under the leadership of Carol Crothers, APAC Director. Ms. Crothers' staff oversees the bias review process.

Bias review is conducted on the following assessments:

- Writing (Grades 5, 8)
- Criterion-Referenced Tests (Grades 3-8) in Reading, Mathematics, and Science
- High School Proficiency Examination in Reading, Writing, Mathematics, and Science

Bias Review is conducted on

- Writing Prompts
- Reading Passages
- Test Items for Reading Passages, Mathematics, and Science

From 20 to 25 educators and various stakeholders representing Nevada's diverse populations (i.e. gender, ethnicity, students with disabilities, ELL, poverty) are brought together to review and discuss passages, items, and prompts in an attempt to identify bias for or against a particular group of students. Bias is defined in Nevada from three points of view:

1. **Protecting Privacy and Avoiding Offensive Content** The content of the text or test item(s) will not intrude on the privacy of the values and beliefs of students or their families, or offend students, parents, or the public of Nevada.
2. **Opportunity and Access** The content of the text or test item(s) will provide students with a fair opportunity to demonstrate what they know, regardless of their race, ethnicity, gender, religion, disability, socioeconomic status, or region in which they live.
3. **Portrayal of Groups Represented** Although text or test item(s) may focus on one group of Nevada's diverse population, issues and/or themes are approached in a manner that do not demean, offend, or inaccurately portray any religious, ethnic, cultural, gender, social group or disability. A "statistical" bias review is performed on field test items to identify items for which a particular group of students outperform or underperform the general population. Items that are determined to be potentially biased are removed from the NDE item pool and not used on live assessments.

BARRIERS and SOLUTIONS

1. Barrier: The Nevada System of Higher Education postsecondary data system and Nevada Department of Employment, Training, and Rehabilitation workforce data system does not currently link to the Nevada Department of Education K-12 statewide longitudinal data system; therefore, the three agencies do not have a mechanism established for ongoing data exchange.

1. Solution: The Nevada Unique State Personal Identifier system will link the current NDE K-12 SLDS, NSHE, and DETR by enabling each agency to submit student and personnel records with the originator's unique identifier. That record will then be matched by the system and a USPI will be issued and a crosswalk table created within the USPI system. This crosswalk table will create the linkage between NDE, NSHE, and DETR to allow the exchange of the data elements defined in the America Competes Act. Once the USPI is in place and the person tables from each agency have been matched, data can then be queried using the USPI or the agency UID and no personal information will be exchanged.

2. Barrier: Teachers, education administrators, parents/families, job seekers, business/industry leaders, and other consumers frequently lack knowledge about how to interpret, analyze, and use data to guide instructional practice, document school progress, and monitor education and employment trends.

2. Solution: A grant funded Education Programs Professional focus will be to create a PreK-20W professional development program to implement post-grant period. The program will consist of training, technical assistance, and mentoring in the world of data, data collection, data analysis, and data use to inform decision-making, improve delivery of services to students and the workforce, and improve and expand systems for maximum efficiency and cost return on investment. Instruction, technical assistance, and mentoring will include website use, continual feedback from participants, consolidation of information and best practices.

Participants in and out of education will be expected to become proficient in the "who, what, where, when, why, how, how much, how many, so what" of data. Teachers may be incentivized to participate by earning continuing education units (CEUs) for their license renewal requirements. Education administrators will be encouraged to use the training to their advantage to support the production of their School Improvement Plans and implementation of those plans. Parents/families will have multiple opportunities in varied venues to be able to participate in online and on-site trainings and receive support so that communication can be improved with teachers and school administrators, resulting in their children's needs met in a timely and individual specific delivery of services. DETR employees and consumers will be offered opportunities to participate in trainings and receive ongoing technical assistance. Business and industry leaders will be encouraged to support their employees in participating so that a consistent, coherent workforce is educated in the power of use of high-quality data.

3. Barrier: Challenges include the necessity of NDE, NSHE, and DETR to work together to identify issues and initiatives to improve student achievement and ensure an educated workforce.

3. Solution: The Nevada P-16 Advisory Council, established by NRS 400.030 to coordinate PreK-16 education efforts. Through Executive Order 2011-17, the Council has been charged with the following mandates that will support the grant project goals.

- Establishing a cross-agency governance structure with representatives who have decision-making authority.
- Identifying resource needs in the areas of staffing, technology, and funding.
- Developing policies that outline what data are shared and how, where they will be stored, how often they will be updated, who will conduct analyses, and how privacy will be protected.
- Creating a vision for the State longitudinal data system to ensure it will support State education and workforce development needs.
- Any necessary legislation to carry out Council recommendations.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

For reference see APPENDIX D: Glossary of Acronyms

CONTENTS

BUDGET SPREADSHEET

NARRATIVES

Nevada Department of Education, lead applicant and fiscal agent

NDE Matching / In-kind Non-federal Resources

SUBGRANT: Nevada System of Higher Education

SUBGRANT: Nevada Department of Employment, Training, Rehabilitation

Budget Line Items Aligned to Goals, Objectives, Outcomes, Deliverables

ADDITIONAL BUDGET INFORMATION

NDE - USED Indirect Cost Rate Agreement, July 1, 2011 - June 30, 2012

Price Quotes and Specifications

MSA = Master Service Agreement	Nevada Department of Education (NDE) in partnership with Nevada System of Higher Education (NSHE) and Nevada Department of Employment, Training, and Rehabilitation (DETR) 2012 CFDA 84.372A Statewide Longitudinal Data Systems BUDGET SPREADSHEET			
DBA = Database Administrator				
ITP = Information Technology Professional				
Code = State of Nevada job classification				
COLA - Cost of Living Adjustment est. = estimated				
FTE = Full-time Equivalent TBD = To Be Determined TBH = To Be Hired, grant funded				
NEVADA DEPARTMENT OF EDUCATION				
BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	<i>TOTAL</i>
1. PERSONNEL NDE Costs subject to change based on future State budgets.				
a. NDE TBH: Database Administrator - ITP4, 1.00 FTE, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3	0	86,736	89,339	176,075
b. NDE TBH: Education Programs Professional, 1.00 FTE, Code 5.232, Grade-Step 39-10	0	0	79,115	79,115
c. NDE TBH: Business Process Analyst II, 1.00 FTE, Code 7.656, Grade-Step 36-10. COLA 3% Yr. 3	0	69,030	71,101	140,131
PERSONNEL TOTAL	0	155,766	239,555	395,321
2. FRINGE BENEFITS NDE Costs subject to change based on future State budgets.				
a. Database Administrator-ITP4	0	39,031	40,203	79,234
b. Education Programs Professional	0	0	35,602	35,602
c. Business Process Analyst II	0	31,064	31,995	63,059
FRINGE BENEFITS TOTAL	0	70,095	107,800	177,894
Fringe Benefits are currently calculated at an average of 45%. Employer/Employee benefit contribution pay schedule includes the following contributions: Personnel Assessment • Retirement, Employer/Employee schedule • Unemployment Insurance • Retired Employee Group Insurance Assessment • Group Health Insurance Assessment • Workers Compensation Insurance • Payroll Assessment • Medicare • Attorney General Tort Claim Assessment • Employee Bond Insurance				
3. TRAVEL				
a. OUT-of-STATE: Required annual grantee meeting, Washington, DC: "Applicants should budget for travel and accommodations for two senior project staff to attend a two-day meeting each year in Washington, DC with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements". 1) Glenn Meyer, NDE IT Director and 2) Project Manager. 2 days travel + 2 days meeting.				

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
Airfare, RT Reno to/from Washington, DC, est. per Aug. 6-10, 2012 Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees. No checked baggage fee.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, Washington, DC, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging, out-of-state GSA rate, Sept. 2012, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	177	177	531
Per diem (M&IE), out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
<i>REQUIRED GRANTEE MTG. OUT-of-STATE TRAVEL TOTAL</i>	<i>4,731</i>	<i>4,731</i>	<i>4,731</i>	<i>14,193</i>
b. OUT-of-STATE: Travel to other states for technical assistance/knowledge transfer and/or conference TBD as project need requires: specific destination(s) unknown at this time. Costs estimated based on costs anticipated for annual required grantee meeting. 1) Glenn Meyer, NDE IT Director and 2) Project Manager. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from location TBD, Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, location TBD, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging will be based on out-of-state GSA rate, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	177	177	531
Per diem (M&IE) will be based on out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
<i>TBD OUT-of-STATE TRAVEL TOTAL</i>	<i>4,731</i>	<i>4,731</i>	<i>4,731</i>	<i>14,193</i>
c. IN-STATE Est. annual mileage for NDE project personnel, RT Carson City to/from Reno for on-site collaboration with partners at NSHE and DETR, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.	555	555	555	1,665
<i>OUT-of-STATE and IN-STATE TRAVEL TOTAL</i>	<i>10,017</i>	<i>10,017</i>	<i>10,017</i>	<i>30,051</i>

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
4. EQUIPMENT ≥ \$5,000 per item				
a. Hardware: P20 Server - price quote and specifications APPENDIX B	0	19,898	0	19,898
EQUIPMENT TOTAL	0	19,898	0	19,898
5. SUPPLIES				
a. General Office: copies, postage, paper, CD/DVDs, cables/patch cords	5,000	7,400	7,400	19,800
SUPPLIES TOTAL	5,000	7,400	7,400	19,800
6. CONTRACTUAL				
a. MSA: Project Manager - Level III (PM3), est. 1,500 hrs. Yr. 1; 2,000 hrs. ea. Yrs. 2, 3 @ \$105/hr.	157,500	210,000	210,000	577,500
b. MSA: Systems Administrator/Analyst to conduct Needs Assessment, est. 1,500 hrs. Yr. 1; 600 hrs. Yr. 2 @ \$100/hr.	150,000	60,000	0	210,000
c. MSA: 3 Programmer/Developers, est. 2,000 hrs./yr. ea. @ \$79.39/hr. ea. = 6,000 hrs. x \$79.39/hr.	0	476,340	476,340	952,680
CONTRACTUAL TOTAL	307,500	746,340	686,340	1,740,180
<i>Contractual subject to indirect costs = first \$25,000 of each contract years 1, 3</i>	50,000	0	100,000	150,000
7. CONSTRUCTION	0	0	0	0
8. OTHER				
Operating Costs per ea. NDE employee: \$5,969 new employee Yr. 1; \$2,659 after Yr. 1. Annual costs include telephone, voicemail, long distance, e-mail, training, limited travel. Yr. 1 costs include furnishings and new PC w/ software.				
a. NDE Operating costs: DBA - ITP4	0	5,969	2,659	8,628
b. NDE Operating costs: Education Programs Professional	0	0	5,969	5,969
c. NDE Operating costs: Business Process Analyst II	0	5,969	2,659	8,628
d. Software & software licenses: price quotes and specifications included	0	3,545	0	3,545
e. Software license support: ~20% of costs line item 8d.	0	0	1,600	1,600
f. Network switch: price quote and specifications included	0	2,650	0	2,650
g. Hardware maintenance: ~20% of costs line item 4a.	0	0	4,000	4,000
h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	2,400	2,400
i. Additional miscellaneous	0	25,300	0	25,300
OTHER TOTAL SUBJECT to INDIRECT COSTS	0	43,433	19,287	62,720

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
SUBGRANT to NSHE	5,866	817,270	116,864	940,000
SUBGRANT to DETR	65,905	230,972	223,123	520,000
<i>TOTAL SUBGRANTS NOT SUBJECT to INDIRECT COSTS</i>	<i>71,771</i>	<i>1,048,242</i>	<i>339,987</i>	<i>1,460,000</i>
<i>OTHER TOTAL</i>	<i>71,771</i>	<i>1,091,675</i>	<i>359,274</i>	<i>1,522,720</i>
9. TOTAL DIRECT COSTS (lines 1-8)	394,288	2,101,191	1,410,386	3,905,864
<i>Direct Costs Subject to Indirect Costs</i>	<i>65,017</i>	<i>306,609</i>	<i>484,059</i>	<i>855,684</i>
10. INDIRECT COSTS	7,152	33,727	53,246	94,125
Restricted Rate 11.0% - ICR agreement w/ U.S. Dept. of Education, July 1, 2011 - June 30, 2012. Rate changes each year on July 1; therefore, at time of application submission, current rate is considered an estimate.				
11. TRAINING STIPENDS	0	0	0	0
12. TOTAL COSTS (lines 9-11)	401,440	2,134,918	1,463,632	3,999,990
SUBGRANT: NEVADA SYSTEM of HIGHER EDUCATION				
BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
1. PERSONNEL NSHE Costs subject to change based on future State budgets.				
a. NSHE TBH: Senior Systems Analyst, 1.00 FTE, Grade 6	0	75,000	0	75,000
PERSONNEL TOTAL	0	75,000	0	75,000
2. FRINGE BENEFITS NSHE Costs subject to change based on future State budgets.				
a. Senior Systems Analyst	0	22,500	0	22,500
FRINGE BENEFITS TOTAL	0	22,500	0	22,500
NSHE Fringe Benefits are currently calculated at an average of 30%. Employer/Employee benefit contribution pay schedule includes the following contributions: Personnel Assessment • Retirement, Employer/Employee schedule • Unemployment Insurance • Retired Employee Group Insurance Assessment • Group Health Insurance Assessment • Workers Compensation Insurance • Payroll Assessment • Medicare • Attorney General Tort Claim Assessment • Employee Bond Insurance				

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
3. TRAVEL				
a. OUT-of-STATE: Required annual grantee meeting, Washington, DC: "Applicants should budget for travel and accommodations for two senior project staff to attend a two-day meeting each year in Washington, DC with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements". 1) Linda Heiss, NSHE Director of Institutional Research and 2) Grant Project Person TBD. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from Washington, DC, est. per Aug. 6-10, 2012 Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees. No checked baggage fee.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, Washington, DC, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging, out-of-state GSA rate, Sept. 2012, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	176	175	178	529
Per diem (M&IE), out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
REQUIRED GRANTEE MTG. OUT-of-STATE TRAVEL TOTAL	4,730	4,729	4,732	14,191
b. IN-STATE				
Est. annual mileage for NSHE project personnel, RT Reno to/from Carson City for on-site collaboration with partners at NDE and DETR, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.	555	555	555	1,665
OUT-of-STATE and IN-STATE TRAVEL TOTAL	5,285	5,284	5,287	15,856
4. EQUIPMENT ≥ \$5,000 per item				
a. Hardware: Server - IBM P6 570 CEC	0	123,500	0	123,500
EQUIPMENT TOTAL	0	123,500	0	123,500
5. SUPPLIES				
	0	0	0	0
6. CONTRACTUAL				
a. Consultant, USPI matching system, Yrs. 1, 2: est. ~1,030 hrs. ea. yr. @ \$105/hr.	0	108,245	108,245	216,490
CONTRACTUAL TOTAL	0	108,245	108,245	216,490
<i>Contractual subject to indirect costs = first \$25,000 of contract Yrs. 2, 3</i>	0	25,000	25,000	50,000

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
7. CONSTRUCTION	0	0	0	0
8. OTHER				
a. Software & software licenses: ORACLE for AIX final prices and specs TBD post-Needs Assessment	0	410,000	0	410,000
OTHER TOTAL	0	410,000	0	410,000
9. TOTAL DIRECT COSTS (lines 1-8) - NSHE	5,285	744,529	113,532	863,346
<i>Direct Costs Subject to Indirect Costs</i>	5,285	661,284	30,287	696,856
10. INDIRECT COSTS - NSHE	581	72,741	3,332	76,654
At this time, NSHE is estimating Indirect Costs using the NDE Restricted Rate of 11.0% - NDE ICR agreement w/ U.S. Dept. of Education, July 1, 2011 - June 30, 2012. The ICR changes each year on July 1 for each agency's agreement with a cognizant federal agency; therefore, at time of application submission, this ICR is an estimate.				
11. TRAINING STIPENDS	0	0	0	0
12. TOTAL COSTS (lines 9-11) - NSHE	5,866	817,270	116,864	940,000
SUBGRANT: NEVADA DEPARTMENT of EMPLOYMENT, TRAINING, REHABILITATION				
BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
1. PERSONNEL DETR Costs subject to change based on future State budgets.				
a. DETR existing Database Administrator-ITPIV (DBA-ITP4), 0.10 FTE project commitment, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3	0	8,674	8,934	17,608
b. DETR existing Business Process Analyst III (BPA3), Yr. 1: 0.20 FTE project commitment; Yrs. 2, 3: 0.25 FTE project commitment; Code 7.655, Grade-Step 38-10. COLA 3% Yr. 3	15,126	18,907	19,475	53,508
c. DETR TBH: Programmer-ITPIII (ITP3), Yr. 2: 0.05 FTE project commitment; Yr. 3: 0.53% FTE project commitment, Code 7.925, Grade-Step 39-10	0	3,956	41,931	45,887
d. DETR TBH: Coordinator-ITPIII (ITP3), Yr. 1: 0.20 FTE, Yr. 2: 0.25 FTE; Yr. 3: 0.55 FTE project commitment, Code 7.925, Grade-Step 39-10	15,822	19,779	43,513	79,114
PERSONNEL TOTAL	30,948	51,316	113,853	196,117

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
2. FRINGE BENEFITS DETR Costs subject to change based on future State budgets.				
a. DBA-ITP4	0	3,903	4,020	7,924
b. BPA3	6,807	8,508	8,764	24,079
c. Programmer-ITP3	0	1,780	18,869	20,649
d. Coordinator-ITP3	7,120	8,901	19,581	35,601
FRINGE BENEFITS TOTAL	13,927	23,092	51,234	88,253
Fringe Benefits are currently calculated at an average of 45%. Employer/Employee benefit contribution pay schedule includes the following contributions: Personnel Assessment • Retirement, Employer/Employee schedule • Unemployment Insurance • Retired Employee Group Insurance Assessment • Group Health Insurance Assessment • Workers Compensation Insurance • Payroll Assessment • Medicare • Attorney General Tort Claim Assessment • Employee Bond Insurance				
3. TRAVEL				
a. OUT-of-STATE: Travel to other states for technical assistance/knowledge transfer and/or conference TBD as project need requires: specific destination(s) unknown at this time. Costs estimated based on costs anticipated for annual required grantee meeting based on NDE cost estimate. 1) Dennis Perea, Acting Director and 2) Grant Project Person TBD. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from location TBD, Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, location TBD, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging will be based on out-of-state GSA rate, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	178	178	533
Per diem (M&IE) will be based on out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
TBD OUT-of-STATE TRAVEL TOTAL	4,731	4,732	4,732	14,195
c. IN-STATE				
Est. annual mileage for DETR project personnel, RT Carson City to/from Reno for on-site collaboration with partners at NSHE and NDE, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.	555	555	555	1,665
OUT-of-STATE and IN-STATE TRAVEL TOTAL	5,286	5,287	5,287	15,860

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
4. EQUIPMENT ≥ \$5,000 per item	0	0	0	0
5. SUPPLIES				
a. General Office: copies, postage, paper, CD/DVDs, cables/patch cords	650	655	700	2,005
SUPPLIES TOTAL	650	655	700	2,005
6. CONTRACTUAL				
a. MSA: Programmer/Developer (P/D), est. Yr.2: 1,300 hrs.; Yr. 3: 200 hrs. @ \$90/hr.	0	117,000	18,000	135,000
CONTRACTUAL TOTAL	0	117,000	18,000	135,000
<i>Contractual subject to indirect costs</i>	0	25,000	5,000	30,000
7. CONSTRUCTION				
8. OTHER				
Operating Costs per ea. DETR employee: \$5,969 new employee Yr. 1; \$2,659 after Yr. 1; \$2,659 existing employees ea. yr. Annual costs include telephone,				
a. DETR Operating costs: DBA - ITP4	2,659	2,659	2,659	7,977
b. DETR Operating costs: BPA3	0	2,659	2,659	5,318
c. DETR Programmer-ITP3	0	5,969	2,659	8,628
d. DETR Coordinator-ITP3	5,969	2,659	2,659	11,287
e. DETR MSA P/D	0	5,969	2,659	8,628
OTHER TOTAL	8,628	19,915	13,295	41,838
9. TOTAL DIRECT COSTS (lines 1-8) - DETR				
	59,439	217,265	202,369	479,073
<i>Direct Costs Subject to Indirect Costs</i>	58,789	124,610	188,669	372,068
10. INDIRECT COSTS - DETR				
	6,467	13,707	20,754	40,927
At this time, DETR is estimating Indirect Costs using the NDE Restricted Rate of 11.0% - NDE ICR agreement w/ U.S. Dept. of Education, July 1, 2011 - June 30, 2012. The ICR changes each year on July 1 for each agency's agreement with a cognizant federal agency; therefore, at time of application submission, this ICR is an estimate.				
11. TRAINING STIPENDS				
	0	0	0	0
12. TOTAL COSTS (lines 9-11) - DETR				
	65,905	230,972	223,122	520,000

END BUDGET SPREADSHEET

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
1. PERSONNEL - NDE NDE Costs subject to change based on future State budgets.				
a. NDE TBH: Database Administrator - ITP4, 1.00 FTE, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3	0	86,736	89,339	176,075
b. NDE TBH: Education Programs Professional, 1.00 FTE, Code 5.232, Grade-Step 39-10	0	0	79,115	79,115
c. NDE TBH: Business Process Analyst II, 1.00 FTE, Code 7.656, Grade-Step 36-10. COLA 3% Yr. 3	0	69,030	71,101	140,131
PERSONNEL TOTAL	0	155,766	239,555	395,321

2. FRINGE BENEFITS NDE Costs subject to change based on future State budgets.				
a. Database Administrator - ITP4	0	39,031	40,203	79,234
b. Education Programs Professional	0	0	35,602	35,602
c. Business Process Analyst II	0	31,064	31,995	63,059
FRINGE BENEFITS TOTAL	0	70,095	107,800	177,894

Fringe Benefits are currently calculated at an average of 45%, depending on State of Nevada salary compensation and classification specifications. Employer/Employee benefit contribution pay schedule includes the following contributions: Personnel Assessment • Retirement, Employer/Employee schedule • Unemployment Insurance • Retired Employee Group Insurance Assessment • Group Health Insurance Assessment • Workers Compensation Insurance • Payroll Assessment • Medicare • Attorney General Tort Claim Assessment • Employee Bond Insurance

1a.b.c. In addition to the required State of Nevada job qualifications, specific to this grant project are the following duties and responsibilities. The State hiring process for the DBA-ITP4 and BPAII will begin during the last three months of project Year 1; during the last three months of Year 2 for the EPP. The process takes an average of three months to submit the appropriate paperwork to Nevada Department of Personnel, post the job announcement, verify applicant qualifications, conduct interviews, and finalize the hiring process. The expectation is personnel will then be ready to work the entire project year as indicated.

1a. Database Administrator (DBA-ITP4): 1.00 FTE, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3. In addition to State of Nevada job qualifications and requirements, the DBA-ITP4 will be responsible for maintaining the data at NDE that populated the USPI system. This administrator will develop and maintain the tables that populate the USPI system based on the data standards defined in the planning objective. The DBA-ITP4 will coordinate ongoing database maintenance and optimization tasks with NSHE

and DETR, as well as contribute to the development of additional data linkages. The DBA-ITP4 will ensure the data security model is developed and applied to data based on State and federal regulations (NRS, FERPA). This position will report to the NDE Director of Information Technology and coordinate work with the corresponding agency Database Administrators. The purpose of this position is to be able to sustain the data and the integrity of the USPI system beyond the end of the grant period.

1b. Education Programs Professional (EPP): 1.00 FTE, Code 5.232, Grade-Step 39-10. In addition to State of Nevada job qualifications and requirements, the EPP will be required for the ongoing analysis of data exchanged using the USPI match. The EPP will work with the BPA to define the data elements necessary for future reporting. The EPP will be able to produce advanced statistical reporting by processing and manipulating large educational data sets. The position will carry out parametric and non-parametric analysis to produce detailed college and career readiness reports, as well as coordinate with multiple agency data analysts to produce meaningful data feedback reports at the local school level. The EPP will design a USPI operability professional development and training program based on feedback from key stakeholder needs. The professional development and training program will be implemented post-grant period as a component of sustainability for stakeholder use of the system. The EPP will coordinate efforts with the Project Manager and report to project leadership.

1c. Business Process Analyst II (BPA2): 1.00 FTE, Code 7.656, Grade-Step 36-10. COLA 3% Yr. 3. In addition to State of Nevada job qualifications and requirements, the BPAII will coordinate efforts with the Project Manager to collect and develop the requirements necessary to meet the project Goals, Objectives, Outcomes, and Deliverables. The BPAII will define the business processes necessary to be used by the Systems Administrator /Analyst to write a detailed design document. This analyst will coordinate efforts with partner agencies to define the business rules to be commonly used and the way in which the data standards will be applied, and define common reporting formats. The BPAII will perform system functionality testing by developing test plans and assisting in user acceptance testing. The BPA will implement a bug tracking process and track all system bugs and coordinate remediation with the appropriate DBA. The purpose for this position is to develop the system requirements in coordination with NSHE and DETR necessary to develop the USPI system and assist in the coordination of any future development and maintenance of the USPI system and P20-W data exchange. This position will report to the Director of Information Technology and coordinate efforts with the Project Manager, Systems Administrator/Analyst, and EPP.

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
3. TRAVEL				
a. OUT-of-STATE: Required annual grantee meeting, Washington, DC				
Airfare, RT Reno to/from Washington, DC, est. per Aug. 6-10, 2012 Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees. No checked baggage fee.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, Washington, DC, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging, out-of-state GSA rate, Sept. 2012, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	177	177	531
Per diem (M&IE), out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
ANNUAL GRANTEE MTG. OUT-of-STATE TRAVEL TOTAL	4,731	4,731	4,731	14,193

b. OUT-of-STATE: Travel to other states for technical assistance/knowledge transfer and/or conference TBD as project need requires: specific destination(s) unknown at this time. <u>Costs estimated based on costs anticipated for annual required grantee meeting.</u> 1) Glenn Meyer, NDE IT Director and 2) Project Manager. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from location TBD, Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, location TBD, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging will be based on out-of-state GSA rate, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	177	177	531
Per diem (M&IE) will be based on out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
OUT-of-STATE TBD TRAVEL TOTAL	4,731	4,731	4,731	14,193

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
c. IN-STATE				
NDE project personnel	555	555	555	1,665
OUT-of-STATE and IN-STATE TRAVEL TOTAL	10,017	10,017	10,017	30,051

3a. OUT-of-STATE: Required annual grantee meeting, Washington, DC: "Applicants should budget for travel and accommodations for two senior project staff to attend a two-day meeting each year in Washington, DC with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements". 1) Glenn Meyer, NDE IT Director and 2) Project Manager. 2 days travel + 2 days meeting.

3b. OUT-of-STATE: Travel to other states for technical assistance/knowledge transfer and/or conference TBD as project need requires: specific destination(s) unknown at this time. Costs estimated based on costs anticipated for annual required grantee meeting. 1) Glenn Meyer, NDE IT Director and 2) Project Manager. 2 days travel + 2 days meeting.

3c. IN-STATE: Estimated annual mileage for NDE project personnel, RT Carson City to/from Reno for on-site collaboration with partners at NSHE and DETR, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.

Travel costs are subject to change at the date and time of travel. Costs will be finalized when event dates are scheduled, the exact number of people and the location to/from people traveling are determined, and the event destination is known. **Out-of-state** travel costs are based on General Services Administration (GSA) FY2012 lodging and per diem rates for the destination locale and season. Airline costs are based on Southwest Airlines Business Select fare or an alternative airline may be used if Southwest does not fly to the destination. **In-state** travel costs are based on State of Nevada government authorized rates. Travel costs include:

- Round-trip airfare base fee plus taxes and other additional applicable fees.
- From locations not served by commercial airlines, ground transportation is used from State of Nevada Motor Pool.
- Mileage costs for round-trips from place of business to airport or lodging destination are currently calculated at \$0.555 per mile for State vehicle use or use of personal vehicle for State business.
- Airport parking per day is currently \$7 Elko Regional, \$14 Reno-Tahoe International, \$16 McCarran (Las Vegas).
- Event destination ground transportation is generally estimated at \$30 per day for airport to event destination and during event shuttle, cab, train, subway. State of Nevada Motor Pool rates for vehicle rental and mileage may apply in-state.
- Lodging taxes are added to the GSA rate. Nevada lodging tax ranges from 7% to 13% depending on the county. Some Nevada lodging facilities add an additional \$4 per day energy fee.
- Per diem or Meals and Incidental Expenses (M&IE) are based on the GSA destination or CONUS rate, or State of Nevada government rate. Per diem is calculated at full-day and half-day rates as applicable.

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
4. EQUIPMENT ≥ \$5,000 per item				
a. Hardware: P20 Server - APPENDIX B: PriceQuotesSpecs	0	19,898	0	19,898
EQUIPMENT TOTAL	0	19,898	0	19,898

4a. Dell PowerEdge R910 chassis for up to four 2.5 inch hard drives, no operating system. Catalog #84 W1285. Unit Price: \$19,897.85.

5. SUPPLIES				
a. General Office	5,000	7,400	7,400	19,800
SUPPLIES TOTAL	5,000	7,400	7,400	19,800

5a. Computer accessories, CD/DVDs for dissemination, paper, copying costs for copier rental and ink/toner, postage, cables/patch cords, other as required.

6. CONTRACTUAL				
a. MSA: Project Manager - Level III (PM), est. 1,500 hrs. Yr. 1; 2,000 hrs. ea. Yrs. 2, 3 @ \$105/hr.	157,500	210,000	210,000	577,500
b. MSA: Systems Administrator/Analyst (SYS) est. 1,500 hrs. Yr. 1; 600 hrs. Yr. 2 @ \$100/hr.	150,000	60,000	0	210,000
c. MSA: 3 Programmer/Developers (P/Ds), MSA, est. 2,000 hrs./yr. ea. @ \$79.39/hr. ea. = 6,000 hrs. x \$79.39/hr.	0	476,340	476,340	952,680
CONTRACTUAL TOTAL	307,500	746,340	686,340	1,740,180
<i>Contractual subject to indirect costs = first \$25,000 of each contract years 1, 3</i>	<i>50,000</i>	<i>0</i>	<i>100,000</i>	<i>150,000</i>

Maximum contract rates are set by the State of Nevada. Indirect costs are calculated on State of Nevada contracts for the first \$25,000 only of each contract in Years 1 and 3, subject to renewal. The State hiring process for the PM and SYS contractors will begin immediately on date of grant award of project Year 1; during the last three months of Year 1 for the P/Ds. The State prohibits initiating the process prior to grant award. The process takes an average of three months to submit the appropriate paperwork to Nevada Department of Administration and DoIT, conduct the bid process as appropriate, verify candidate qualifications, conduct interviews, and finalize the MSA process. The expectation is that contractors will be ready to work within the first three months of their first project year as indicated.

MSA contractors must furnish qualified, experienced personnel to perform the required level of services detailed below or as detailed in the project specific Request for Service (RFS). Contractors shall provide fully trained and experienced personnel (including replacement personnel) required for performance of any work under a work order awarded. Consultant knowledge must be sufficient so that training will not be needed to perform the specific work order assignment. The skill sets identified are the **minimum requirements** for each service level. At the time a RFS is issued, the specific requirements and qualifications for a requested service level will be identified including specific years of experience. The State reserves the right to request a combination of some of the skill sets across classifications. Consultants requested within any service level must be able to demonstrate experience and the ability to prepare any State requested documentation. **In addition to minimum State job qualifications (see end of Budget Narrative), project duties and responsibilities specific to this grant project include, but are not limited to:**

6a. Project Manager (PM) Yr. 1: 0.75 (75%) FTE. Yrs. 2, 3: ~1.00 FTE (100%) The Project Manager will be responsible for the oversight of the project, administration of the deliverables, budget oversight, making recommendations in the hiring process, and reporting the status of the project to agency SLDS project staff and agency leadership. The PM will develop a communication plan and determine how all aspects of the project will be reported. This plan will include a responsibility matrix that defines the roles and responsibilities of all individuals included in the project plan. This position will coordinate individual project plans for each agency necessary to complete the goals of the grant. The project manager will create the project plan and will be responsible for the implementation of the deliverables. The PM will assist in drafting any Requests for Information (RFI) and Requests for Proposals (RFP) that may be required to implement the solution. The project manager will be required to deliver an implementation plan to construct or enhance the statewide SLDS that reaches beyond the scope of this project. This implementation plan will serve as a roadmap to NDE, NSHE, and DETR to move us toward developing a comprehensive SLDS that contains a definition of all elements to be shared by each agency, the security model that will govern such a system, the resources required to complete each phase of the plan, and a detailed cost breakdown of the costs associated with implementation. This position will report to the NDE Director of Information Technology, but will be responsible for coordinating the requirements of the project leads from NDE, NSHE, and DETR.

6b. Systems Administrator/Analyst (SYS) Yr. 1: 0.75 FTE (75%). Yr. 2: 0.25 FTE (25%) The SYS will conduct an **in-depth Needs Assessment** of the three agency systems and produce a detailed plan that will support achievement of project Goals, Objectives, Outcomes, and Deliverables. The SYS will coordinate work with the PM3 and agency leadership key personnel. The Needs Assessment is expected to be completed within 12 to 15 months and recommendations published to be presented to the Governor, P-16 Advisory Council, grant project agency leadership and 2012 SLDS grant project teams, and appropriate legislators during the 2013 Legislative Session to support the need for non-Federal funding appropriations for sustainability.

6c. Programmer/Developers (P/Ds) - 3 Yrs. 2, 3: ~1.00 FTE (100%) The Programmer/Developers will develop the code to build the applications necessary to meet the goals and objectives of this grant project. P/Ds will write, test, and document the systems required to create the USPI and make the USPI available for inter-agency data matching. They will be skilled in the individual programming languages in use at NDE, NSHE, and DETR. The developer positions will work independently to develop the internal processes at NDE, NSHE, and DETR necessary to commit data to the USPI and to receive the USPI and repopulate it in their respective systems. The P/Ds will coordinate their efforts to write the code to enhance or develop the SLDS to generate the USPI. These positions will perform integration testing and troubleshoot and repair deficiencies discovered in the user acceptance testing process. The developers will report directly to the PM with oversight from the project leads at NDE, NSHE, and DETR.

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
7. CONSTRUCTION	0	0	0	0

8. OTHER				
a. NDE Operating costs: DBA - ITP4	0	5,969	2,659	8,628
b. NDE Operating costs: Education Programs Professional	0	0	5,969	5,969
c. NDE Operating costs: Business Process Analyst II	0	5,969	2,659	8,628
d. Software & software licenses: price quotes and specifications included	0	3,545	0	3,545
e. Software license support: ~20% of costs line item 8d.	0	0	1,600	1,600
f. Network switch: price quote and specifications included	0	2,650	0	2,650
g. Hardware maintenance: ~20% of costs line item 4a.	0	0	4,000	4,000
h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	2,400	2,400
i. Additional hardware, software, licenses, et al, per Needs Assessment recommendations	0	25,300	0	25,300
OTHER TOTAL SUBJECT to INDIRECT COSTS	0	43,433	19,287	62,720
SUBGRANT to NSHE: Personnel, Travel, Equipment, Supplies, Contractual, Other, Indirect Costs	5,866	817,270	116,864	940,000
SUBGRANT to DETR: Personnel, Travel, Equipment, Supplies, Contractual, Other, Indirect Costs	65,905	230,972	223,123	520,000
TOTAL SUBGRANTS NOT SUBJECT to INDIRECT COSTS	71,771	1,048,242	339,987	1,460,000
OTHER TOTAL	71,771	1,091,675	359,274	1,522,720

8a.b.c. NDE Operating Costs: Per each employee: \$5,969 each new employee their Yr. 1; \$2,659 annually after their Year 1. Year 1 costs include furnishings and new PC w/ software. Annual costs include telephone, voicemail, long distance, e-mail, training, limited travel.

8d.e. Software Licenses and Support: VLA Windows Server Ent 2008R2 all languages, 2 @ \$249.03 ea. = \$498.06. Solutions II Vrnware and Vnware Backup \$12,363.12. Software support is calculated at approximately 20% of licenses costs. This software will be used to expand or replace the current NDE infrastructure to accommodate the creation of the USPI. The software will allow for the creation of a virtual server network for the development, testing and deployment of the USPI system.

8f. Network Switch: Vology Data Systems, Cisco, \$2,650. The switch will connect the server hardware to State infrastructure.

8g. Hardware Maintenance: Hardware maintenance for a total of \$4,000 is calculated at approximately 20% of hardware costs. Hardware maintenance is required to maintain the functionality of the virtual server platform and ensure business continuity of the USPI application.

8h. DoIT hosting fees are based on the published rate schedule: \$2,400/yr./virtual host. This hosting fee is necessary to house the USPI infrastructure at Nevada Department of Information Technology (DoIT), the central computer facility for the State of Nevada. DoIT provides the environment and communications infrastructure necessary to host statewide enterprise computer systems.

8i. Additional Miscellaneous: Funds are allocated to purchase additional hardware, software, licenses, and other items **based on the recommendations in the Needs Assessment.**

8j.k. SUBGRANTS to NSHE and DETR: Subgrant Budget Narratives for NSHE and DETR are included. Costs include Budget Categories for Personnel, Travel, Equipment, Supplies, Contractual, Other, and Indirect Costs.

BUDGET CATEGORY - NDE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
9. TOTAL DIRECT COSTS (lines 1-8)	922,517	1,512,949	1,470,399	3,905,864
<i>Direct Costs Subject to Indirect Costs</i>	<i>65,017</i>	<i>306,609</i>	<i>484,059</i>	<i>855,684</i>

10. INDIRECT COSTS	7,152	33,727	53,246	94,125
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Restricted Rate 11.0% - ICR agreement w/ U.S. Department of Education, July 1, 2011 - June 30, 2012. Rate changes each year; therefore, at time of application submission, current rate is considered an estimate.

11. TRAINING STIPENDS	0	0	0	0
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12. TOTAL COSTS (lines 9-11)	929,669	1,546,676	1,523,645	3,999,990
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NDE MATCHING / IN-KIND NON-FEDERAL RESOURCES					
NON- FEDERAL FUNDED PERSONNEL / OTHER RESOURCES	FUNCTION	TYPE OF POSITION	est. FTE to SLDS Grant Project %	est. NET COST / MONTH \$	est. NET COST ANNUAL \$
(b)(4)					

SUBGRANT: NEVADA SYSTEM of HIGHER EDUCATION				
BUDGET CATEGORY - NSHE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
1. PERSONNEL NSHE Costs subject to change based on future State budgets.				
a. NSHE TBH: Senior Systems Analyst, 1.00 FTE, Grade 6	0	75,000	0	75,000
PERSONNEL TOTAL	0	75,000	0	75,000

1a. Senior Systems Analyst (SSA), 1.00 FTE (100%)

The Senior Systems Analyst will be responsible for the installation, customization, monitoring, maintenance, and diagnostics of computing platforms and operating. The SSA will work with other analysts to ensure the availability, security, and integrity of the computing platforms and operating systems to help ensure optimum response time to users and to provide the necessary development environment for developers. The SSA will be responsible for service delivery in the following ways: 1) Monitor and tune the performance of the hardware platforms and system software for optimum efficiency; 2) Research, evaluate, test, and install new hardware environments, operating systems, utilities, and program products; 3) Plan, install, and provide technical support and expertise for the operating systems, utilities, and project products; 4) Document hardware and software inventories and maintain comprehensive operating procedures, problem/change data, and systems software libraries; and 5) Perform knowledge transfer to mentor and train other SCS System staff, provide advice and guidance for other systems analysts, and be involved in creation of development plans to grow the necessary expertise in other system staff members.

2. FRINGE BENEFITS NSHE Costs subject to change based on future State budgets.				
a. Senior Systems Analyst	0	22,500	0	22,500
FRINGE BENEFITS TOTAL	0	22,500	0	22,500

2a. NSHE Fringe Benefits are currently calculated at an average of 30%. Employer/Employee benefit contribution pay schedule includes the following contributions: Personnel Assessment • Retirement, Employer/Employee schedule • Unemployment Insurance • Retired Employee Group Insurance Assessment • Group Health Insurance Assessment • Workers Compensation Insurance • Payroll Assessment • Medicare • Attorney General Tort Claim Assessment • Employee Bond Insurance

BUDGET CATEGORY - NSHE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
3. TRAVEL				
a. OUT-of-STATE: Required annual grantee meeting, Washington, DC: "Applicants should budget for travel and accommodations for two senior project staff to attend a two-day meeting each year in Washington, DC with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements". 1) Linda Heiss, NSHE Director of Institutional Research and 2) Grant Project Person TBD. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from Washington, DC, est. per Aug. 6-10, 2012 Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees. No checked baggage fee.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, Washington, DC, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging, out-of-state GSA rate, Sept. 2012, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	176	175	178	529
Per diem (M&IE), out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
REQUIRED GRANTEE MTG. OUT-of-STATE TRAVEL TOTAL	4,730	4,729	4,732	14,191

BUDGET CATEGORY	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
b. IN-STATE				
Est. annual mileage for NSHE project personnel, RT Reno to/from Carson City for on-site collaboration with partners at NDE and DETR, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.	555	555	555	1,665
OUT-of-STATE and IN-STATE TRAVEL TOTAL	5,285	5,284	5,287	15,856

3a.-b. NSHE Travel Cost Basis: see NDE descriptions in Budget Narrative, pp. 3-4, Line Items 3a.-c.

4. EQUIPMENT ≥ \$5,000 per item				
a. Hardware: Server - IBM P6 570 CEC	0	123,500	0	123,500
EQUIPMENT TOTAL	0	123,500	0	123,500

BUDGET CATEGORY - NSHE	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
5. SUPPLIES	0	0	0	0

6. CONTRACTUAL				
a. Consultant, USPI matching system, Yrs. 2, 3: est. (b)(4)	0	108,245	108,245	216,490
CONTRACTUAL TOTAL	0	108,245	108,245	216,490
<i>Contractual subject to indirect costs = first \$25,000 of contract Yrs. 2, 3</i>	0	25,000	25,000	50,000

6a. TBD - Database Administrator (DBA-ITP4): 1.00 FTE, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3. In addition to State of Nevada job qualifications and requirements, the DBA-ITP4 will be responsible for maintaining the data at NDE that populated the USPI system. This administrator will develop and maintain the tables that populate the USPI system based on the data standards defined in the planning objective. The DBA-ITP4 will coordinate ongoing database maintenance and optimization tasks with NSHE and DETR, as well as contribute to the development of additional data linkages. The DBA-ITP4 will ensure the data security model is developed and applied to data based on State and federal regulations (NRS, FERPA). This position will report to the NDE Director of Information Technology and coordinate work with the corresponding agency Database Administrators. The purpose of this position is to be able to sustain the data and the integrity of the USPI system beyond the end of the grant period.

7. CONSTRUCTION	0	0	0	0
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8. OTHER				
a. Software & software licenses: ORACLE for AIX final prices and specs TBD post-Needs Assessment	0	410,000	0	410,000
OTHER TOTAL	0	410,000	0	410,000

9. TOTAL DIRECT COSTS (lines 1-8) - NSHE	5,285	744,529	113,532	863,346
Direct Costs Subject to Indirect Costs	5,285	661,284	30,287	696,856

At this time, NSHE is estimating Indirect Costs using the NDE Restricted Rate of 11.0% - NDE ICR agreement w/ U.S. Dept. of Education, July 1, 2011 - June 30, 2012. The ICR changes each year on July 1 for each agency's agreement with a cognizant federal agency; therefore, at time of application submission, this ICR is an estimate.

11. TRAINING STIPENDS	0	0	0	0
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12. TOTAL COSTS (lines 9-11) - NSHE	5,866	817,270	116,864	940,000
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SUBGRANT: NEVADA DEPARTMENT of EMPLOYMENT, TRAINING, and REHABILITATION (DETR)				
BUDGET CATEGORY - DETR	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
1. PERSONNEL DETR Costs subject to change based on future State budgets.				
a. DETR existing Database Administrator-ITPIV (DBA-ITP4), 0.10 FTE project commitment, Code 7.921, Grade-Step 41-10. COLA 3% Yr. 3	0	8,674	8,934	17,608
b. DETR existing Business Process Analyst III (BPA3), Yr. 1: 0.20 FTE project commitment; Yrs. 2, 3: 0.25 FTE project commitment; Code 7.655, Grade-Step 38-10. COLA 3% Yr. 3	15,126	18,907	19,475	53,508
c. DETR TBH: Programmer-ITPIII (ITP3), Yr. 2: 0.05 FTE project commitment; Yr. 3: 0.53% FTE project commitment, Code 7.925, Grade-Step 39-10	0	3,956	41,931	45,887
d. DETR TBH: Coordinator-ITPIII (ITP3), Yr. 1: 0.20 FTE, Yr. 2: 0.25 FTE; Yr. 3: 0.55 FTE project commitment, Code 7.925, Grade-Step 39-10	15,822	19,779	43,513	79,114
PERSONNEL TOTAL	30,948	51,316	113,853	196,117

1a. Database Administrator-ITP4, 0.10 (10%) FTE

The DBA-ITP4 will be responsible for working with the programmers and the DETR project Coordinator to identify back-end DETR systems and data sources, to participate in the technical design of the DETR system interface, including the set up and securing of staging areas, and to participate in deployments. The DETR DBA will assure that data security requirements are met at DETR. The DBA-ITP4 will, as necessary, coordinate efforts with technical staff at NDE and NSHE. The position will sustain the data and the integrity of the DETR side of the USPI system beyond the end of the grant period.

1b. Business Process Analyst III (BPA3) Yr. 1: 0.20 FTE (20%); Yrs. 2, 3: 0.25 FTE (25%)

The DBA will work as a Process Analyst with the project data analysts to identify DETR systems of record and corresponding data elements. The DBA will participate in data definition and data mapping activities relevant to DETR and will serve as DETR's primary subject matter expert on DETR's business operations, business rules, and data definition. The position will participate in requirements analysis as well as testing. The DBA will collaborate with the DETR Coordinator and other project personnel as required.

1c. Programmer-ITPIII (ITP3) - TBH Yr. 2: 0.05 FTE (5%); Yr. 3: 0.53% FTE (53%)

The DETR Programmer will be responsible for working with the DETR MSA programmer as well as the project coordinators, with the aim to ultimately take over the programming maintenance of the DETR side of the system interface. The DETR Programmer's role in the project will become more pronounced in the later stages of the project. The DETR Programmer will also work with the project PM, as well as the DETR Coordinator.

1d. Coordinator-ITPIII (ITP3) - TBH Yr. 1: 0.20 FTE (20%); Yr. 2: 0.25 FTE (25%); Yr. 3: 0.55 FTE (55%)

The DETR Coordinator will be responsible for coordinating efforts between the core project team and DETR project team participants. He/she will also be responsible for participating in analysis and requirements, expediting work, calling DETR-specific meetings and preparing and distributing DETR-specific project communications among DETR stakeholders, including executives.

BUDGET CATEGORY - DETR	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
3. TRAVEL				
a. OUT-of-STATE: Travel to other states for technical assistance/knowledge transfer and/or conference TBD as project need requires: specific destination(s) unknown at this time. Costs estimated based on costs anticipated for annual required grantee meeting based on NDE cost estimate. 1) Dennis Perea, Interim Director and 2) Grant Project Person TBD. 2 days travel + 2 days meeting.				
Airfare, RT Reno to/from location TBD, Southwest Airlines Business Select fare, 2 people @ \$1,076.80/person includes taxes & fees.	2,154	2,154	2,154	6,462
Travel Agency Booking Fee, State of Nevada vendor, est.	50	50	50	150
Mileage, RT Carson City to/from Reno Airport, personal car for State business, 2 people @ 66 mi. ea. = 132 mi. @ \$0.555/mi.	74	74	74	222
Airport parking, 2 people @ 4 days ea. = 8 days @ \$14/day	112	112	112	336
Ground transportation, location TBD, 2 people x 4 days = 8 days @ \$30/day	240	240	240	720
Lodging will be based on out-of-state GSA rate, 2 people x 3 days = 6 days @ \$226/day	1,356	1,356	1,356	4,068
Lodging tax, out-of-state est. 13%, 2 people x 3 days = 6 days @ \$29.38/day	177	178	178	533
Per diem (M&IE) will be based on out-of-state GSA rate, 2 people x 4 days = 8 days @ \$71/day	568	568	568	1,704
<i>TBD OUT-of-STATE TRAVEL TOTAL</i>	4,731	4,732	4,732	14,195
c. IN-STATE				
Est. annual mileage for DETR project personnel, RT Carson City to/from Reno for on-site collaboration with partners at NSHE and NDE, 2 people x 500 miles/yr. ea. = 1,000 mi. @ \$0.555/mi.	555	555	555	1,665
<i>OUT-of-STATE and IN-STATE TRAVEL TOTAL</i>	5,286	5,287	5,287	15,860
DETR Travel Cost Basis: see NDE descriptions in Budget Narrative, p. 4, Line Items 3b. and 3c.				
4. EQUIPMENT ≥ \$5,000 per item	0	0	0	0
5. SUPPLIES				
a. General Office: copies, postage, paper, CD/DVDs, cables/patch cords	650	655	700	2,005
SUPPLIES TOTAL	650	655	700	2,005

5a. Computer accessories, CD/DVDs for dissemination, paper, copying costs for copier rental and ink/toner, postage, cables/patch cords, other as required.

BUDGET CATEGORY - DETR	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	TOTAL
6. CONTRACTUAL				
a. MSA: Programmer/Developer (P/D), est. Yr.2: (b)(4)	0	117,000	18,000	135,000
CONTRACTUAL TOTAL	0	117,000	18,000	135,000
<i>Contractual subject to indirect costs</i>	0	25,000	5,000	30,000

6a. MSA - Programmer/Developer (P/D), est. Yr.2: 1,300 hrs.; Yr. 3: 200 hrs.

The DETR MSA Programmer/Developer will develop the code necessary to meet the goals, objectives, outcomes, and deliverables of this grant project, from the DETR side of the system interface. DETR's MSA P/D will write, test, and document the systems required to extract, scrub, stage and transmit unemployment, wage, and workforce data required for inter-agency data matching. The P/D will be skilled in the individual programming languages in use at DETR. The DETR P/D will coordinate with the project programmers, the project PM, and the DETR Coordinator. This position will also perform integration testing and troubleshoot and repair deficiencies discovered in the user acceptance testing process, as needed. DETR's MSA programmer will be responsible for transferring knowledge to a DETR FTE programmer, who will sustain the solution.

7. CONSTRUCTION	0	0	0	0
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8. OTHER				
Operating Costs per ea. DETR employee: \$5,969 new employee Yr. 1; \$2,659 after Yr. 1; \$2,659 existing employees ea. yr. Annual costs include telephone, voicemail, long distance, e-mail, training, limited travel. Yr. 1 costs include furnishings and new PC w/ software.				
a. DETR Operating costs: DBA - ITP4	2,659	2,659	2,659	7,977
b. DETR Operating costs: BPA3	0	2,659	2,659	5,318
c. DETR Programmer-ITP3	0	5,969	2,659	8,628
d. DETR Coordinator-ITP3	5,969	2,659	2,659	11,287
e. DETR MSA P/D	0	5,969	2,659	8,628
OTHER TOTAL	8,628	19,915	13,295	41,838

8a.-e. DETR Operating Costs: Per each employee: \$5,969 each new employee their Yr. 1; \$2,659 annually after their Year 1. Year 1 costs include furnishings and new PC w/ software. Annual costs include telephone, voicemail, long distance, e-mail, training, limited travel.

9. TOTAL DIRECT COSTS (lines 1-8) - DETR	59,439	217,265	202,369	479,073
<i>Direct Costs Subject to Indirect Costs</i>	<i>58,789</i>	<i>124,610</i>	<i>188,669</i>	<i>372,068</i>

10. INDIRECT COSTS - DETR	6,467	13,707	20,754	40,927
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At this time, DETR is estimating Indirect Costs using the NDE Restricted Rate of 11.0% - NDE ICR agreement w/ U.S. Dept. of Education, July 1, 2011 - June 30, 2012. The ICR changes each year on July 1 for each agency's agreement with a cognizant federal agency; therefore, at time of application submission, this ICR is an estimate.

11. TRAINING STIPENDS	0	0	0	0
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12. TOTAL COSTS (lines 9-11) - DETR	65,905	230,972	223,122	520,000
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Budget Line Items Aligned to Goals, Objectives, Outcomes, Deliverables

1. PERSONNEL	PROJECT % per Year			Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1							
a. DBA - ITP4, 1.00 FTE	0	10	0	0	8,674	0	8,674
b. EPP, 1.00 FTE	0	0	0	0	0	0	0
c. Business Process Analyst II, 1.00 FTE	0	10	10	0	6,903	7,110	14,013
Goal 1, Objective 1, Outcome 1, Deliverable 2							
a. DBA - ITP4, 1.00 FTE	0	0	0	0	0	0	0
b. EPP, 1.00 FTE	0	0	0	0	0	0	0
c. Business Process Analyst II, 1.00 FTE	0	0	0	0	0	0	0
Goal 2, Objective 1, Outcome 1, Deliverable 1							
a. DBA - ITP4, 1.00 FTE	0	90	50	0	78,063	44,669	122,732
b. EPP, 1.00 FTE	0	0	50	0	0	39,558	39,558
c. Business Process Analyst II, 1.00 FTE	0	90	0	0	62,127	0	62,127
Goal 2, Objective 1, Outcome 1, Deliverable 2							
a. DBA - ITP4, 1.00 FTE	0	0	50	0	0	44,669	44,669
b. EPP, 1.00 FTE	0	0	50	0	0	39,558	39,558
c. Business Process Analyst II, 1.00 FTE	0	0	90	0	0	63,990	63,990
PERSONNEL TOTAL				0	155,767	239,554	395,321
2. FRINGE BENEFITS	PROJECT % per Year			Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1							
a. DBA - ITP4, 1.00 FTE	0	10	0	0	3,903	0	3,903
b. EPP, 1.00 FTE	0	0	0	0	0	0	0
c. Business Process Analyst II, 1.00 FTE	0	10	10	0	3,106	3,199	6,305
Goal 1, Objective 1, Outcome 1, Deliverable 2							
a. DBA - ITP4, 1.00 FTE	0	0	0	0	0	0	0
b. EPP, 1.00 FTE	0	0	0	0	0	0	0
c. Business Process Analyst II, 1.00 FTE	0	0	0	0	0	0	0

Goal 2, Objective 1, Outcome 1, Deliverable 1								
a. DBA - ITP4, 1.00 FTE	0	90	50		0	35,128	20,101	55,229
b. EPP, 1.00 FTE	0	0	50		0	0	17,801	17,801
c. Business Process Analyst II, 1.00 FTE	0	90	0		0	27,957	0	27,957
Goal 2, Objective 1, Outcome 1, Deliverable 2								
a. DBA - ITP4, 1.00 FTE	0	0	50		0	0	20,101	20,101
b. EPP, 1.00 FTE	0	0	50		0	0	17,801	17,801
c. Business Process Analyst II, 1.00 FTE	0	0	90		0	0	28,797	28,797
FRINGE BENEFITS TOTAL					0	70,094	107,800	177,894
3. TRAVEL	PROJECT % per Year				Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1								
a. OUT-of-STATE: Required grantee meeting	25	25	25		1,183	1,183	1,183	3,549
b. OUT-of-STATE: Other as project need requires	70	70	25		3,311	3,311	1,183	7,805
c. IN-STATE	60	60	25		333	333	137	803
Goal 1, Objective 1, Outcome 1, Deliverable 2								
a. OUT-of-STATE: Required grantee meeting	25	25	25		1,183	1,183	1,183	3,549
b. OUT-of-STATE: Other as project need requires	10	10	25		473	473	1,183	2,129
c. IN-STATE	20	20	25		112	112	137	361
Goal 2, Objective 1, Outcome 1, Deliverable 1								
a. OUT-of-STATE: Required grantee meeting	25	25	25		1,183	1,183	1,183	3,549
b. OUT-of-STATE: Other as project need requires	10	10	25		473	473	1,183	2,129
c. IN-STATE	10	10	25		56	56	137	249
Goal 2, Objective 1, Outcome 1, Deliverable 2								
a. OUT-of-STATE: Required grantee meeting	25	25	25		1,183	1,183	1,183	3,549
b. OUT-of-STATE: Other as project need requires	10	10	25		473	473	1,183	2,129
c. IN-STATE	10	10	25		56	56	137	249
TRAVEL TOTAL					10,019	10,019	10,012	30,050

4. EQUIPMENT	PROJECT % per Year			Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1							
a. Hardware: P20 Server	0	0	0	0	0	0	0
Goal 1, Objective 1, Outcome 1, Deliverable 2							
a. Hardware: P20 Server	0	0	0	0	0	0	0
Goal 2, Objective 1, Outcome 1, Deliverable 1							
a. Hardware: P20 Server	0	75	75	0	14,923	0	14,923
Goal 2, Objective 1, Outcome 1, Deliverable 2							
a. Hardware: P20 Server	0	25	25	0	4,975	0	4,975
EQUIPMENT TOTAL				0	19,898	0	19,898
5. SUPPLIES	PROJECT % per Year			Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1							
General Office: copies, postage, paper, CD/DVDs	25	15	15	1,250	1,110	1,110	3,470
Goal 1, Objective 1, Outcome 1, Deliverable 2							
General Office: copies, postage, paper, CD/DVDs	25	15	15	1,250	1,110	1,110	3,470
Goal 2, Objective 1, Outcome 1, Deliverable 1							
General Office: copies, postage, paper, CD/DVDs	25	35	35	1,250	2,590	2,590	6,430
Goal 2, Objective 1, Outcome 1, Deliverable 2							
General Office: copies, postage, paper, CD/DVDs	25	35	35	1,250	2,590	2,590	6,430
SUPPLIES TOTAL				5,000	7,400	7,400	19,800
6. CONTRACTUAL	PROJECT % per Year			Year 1 \$	Year 2 \$	Year 3 \$	TOTAL \$
Goal 1, Objective 1, Outcome 1, Deliverable 1							
a. PM, 0.75 FTE Yr. 1; 1.00 FTE Yr. 2	40	40	10	63,000	84,000	21,000	168,000
b. SYS, 0.75 FTE Yr. 1; 0.50 FTE Yr. 2	50	0	0	75,000	0	0	75,000
c. P/Ds (3), 3.00 FTE	0	0	0	0	0	0	0

Goal 1, Objective 1, Outcome 1, Deliverable 2								
a. PM, 0.75 FTE Yr. 1; 1.00 FTE Yr. 2	40	40	10		63,000	84,000	21,000	168,000
b. SYS, 0.75 FTE Yr. 1; 0.50 FTE Yr. 2	10	0	0		15,000	0	0	15,000
c. P/Ds (3), 3.00 FTE	0	0	0		0	0	0	0
Goal 2, Objective 1, Outcome 1, Deliverable 1								
a. PM, 0.75 FTE Yr. 1; 1.00 FTE Yr. 2	10	10	40		15,750	21,000	84,000	120,750
b. SYS, 0.75 FTE Yr. 1; 0.50 FTE Yr. 2	40	50	0		60,000	30,000	0	90,000
c. P/Ds (3), 3.00 FTE	0	90	50		0	428,706	238,170	666,876
Goal 2, Objective 1, Outcome 1, Deliverable 2								
a. PM, 0.75 FTE Yr. 1; 1.00 FTE Yr. 2	10	10	40		15,750	21,000	84,000	120,750
b. SYS, 0.75 FTE Yr. 1; 0.50 FTE Yr. 2	0	50	0		0	30,000	0	30,000
c. P/Ds (3), 3.00 FTE	0	10	50		0	47,634	238,170	285,804
CONTRACTUAL TOTAL					307,500	746,340	686,340	1,740,180
7. CONSTRUCTION N/A								
8. OTHER								
Goal 1, Objective 1, Outcome 1, Deliverable 1								
a. NDE Operating costs: DBA - ITP4	0	25	25		0	1,492	665	2,157
b. NDE Operating costs: EPP	0	0	0		0	0	0	0
c. NDE Operating costs: BPA2	0	25	25		0	1,492	665	2,157
d. Software & software licenses	0	0	0		0	0	0	0
e. Software license support: ~20% costs line item 8d.	0	0	0		0	0	0	0
f. Network switch	0	0	0		0	0	0	0
g. Hardware maintenance: ~20% costs line item 4a.	0	0	0		0	0	0	0
h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	0		0	0	0	0
i. Additional miscellaneous	0	25	0		0	6,325	0	6,325
j. SUBGRANT to NSHE	50	10	20		2,933	81,727	23,373	108,033
k. SUBGRANT to DETR	25	10	25		16,476	23,097	55,781	95,354
Goal 1, Objective 1, Outcome 1, Deliverable 2								
a. NDE Operating costs: DBA - ITP4	0	25	25		0	1,492	665	2,157
b. NDE Operating costs: EPP	0	0	0		0	0	0	0
c. NDE Operating costs: BPA2	0	25	25		0	1,492	665	2,157

d. Software & software licenses	0	0	0		0	0	0	0
e. Software license support: ~20% costs line item 8d.	0	0	0		0	0	0	0
f. Network switch	0	0	0		0	0	0	0
g. Hardware maintenance: ~20% costs line item 4a.	0	0	0		0	0	0	0
h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	0		0	0	0	0
i. Additional miscellaneous	0	25	0		0	6,325	0	6,325
j. SUBGRANT to NSHE	50	10	20		2,933	81,727	23,373	108,033
k. SUBGRANT to DETR	25	10	30		16,476	23,097	66,937	106,510
Goal 2, Objective 1, Outcome 1, Deliverable 1								
a. NDE Operating costs: DBA - ITP4	0	25	25		0	1,492	665	2,157
b. NDE Operating costs: EPP	0	0	50		0	0	2,984	2,984
c. NDE Operating costs: BPA2	0	25	25		0	1,492	665	2,157
d. Software & software licenses	0	75	0		0	2,659	0	2,659
e. Software license support: ~20% costs line item 8d.	0	0	75		0	0	1,200	1,200
f. Network switch	0	75	0		0	1,988	0	1,988
g. Hardware maintenance: ~20% costs line item 4a.	0	0	25		0	0	1,000	1,000
h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	25		0	0	600	600
i. Additional miscellaneous	0	25	0		0	6,325	0	6,325
j. SUBGRANT to NSHE	0	40	30		0	326,908	35,059	361,967
k. SUBGRANT to DETR	25	40	25		16,476	92,390	55,781	164,647
Goal 2, Objective 1, Outcome 1, Deliverable 2								
a. NDE Operating costs: DBA - ITP4	0	25	25		0	1,492	665	2,157
b. NDE Operating costs: EPP	0	0	50		0	0	2,984	2,984
c. NDE Operating costs: BPA2	0	25	25		0	1,492	665	2,157
d. Software & software licenses	0	25	0		0	887	0	887
e. Software license support: ~20% costs line item 8d.	0	0	25		0	0	400	400
f. Network switch	0	25	0		0	663	0	663
g. Hardware maintenance: ~20% costs line item 4a.	0	0	75		0	0	3,000	3,000

h. DoIT hosting fees: 12 months @ \$200/mon.	0	0	0	0	0	0	0
i. Additional miscellaneous	0	25	0	0	6,325	0	6,325
j. SUBGRANT to NSHE	0	40	30	0	326,908	35,059	361,967
k. SUBGRANT to DETR	25	40	20	16,476	92,390	46,625	155,491
OTHER TOTAL				71,770	1,091,677	359,476	1,522,923

	<i>Year 1 2012-13</i>	<i>Year 2 2013-14</i>	<i>Year 3 2014-15</i>	<i>TOTAL</i>
9. TOTAL DIRECT COSTS (lines 1-8)	922,517	1,512,949	1,470,399	3,905,864
Direct Costs Subject to Indirect Costs	65,017	306,609	484,059	855,684

10. INDIRECT COSTS	7,152	33,727	53,246	94,125
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Restricted Rate 11.0% - ICR agreement w/ U.S. Department of Education, July 1, 2011 - June 30, 2012. Rate changes each year; therefore, at time of application submission, current rate is considered an estimate.

11. TRAINING STIPENDS	0	0	0	0
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12. TOTAL COSTS (lines 9-11)	929,669	1,546,676	1,523,645	3,999,990
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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

DATE: JUN 23 2011

Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701-5096

AGREEMENT NO. 2011-137

EIN: 88-6000022

FILING REFERENCE: This replaces previous
Agreement No. 2010-103 (A)
dated: September 28, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. This agreement is issued by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Location	Applicability	Coverage
	From	To					
Fixed	07-01-10	06-30-11	16.2%	1/	All	2/	
Fixed	07-01-10	06-30-11	14.0%	1/	All	3/	
Fixed	07-01-11	06-30-12	15.8%	1/	All	2/	
Fixed	07-01-11	06-30-12	11.0%	1/	All	3/	

1/ Total direct costs less items of equipment, alterations and renovations, pass-through funds, and subaward expenditures in excess of \$25,000 per subaward.

2/ All Federal programs which do not require the use of a restricted rate per 34 CFR 75.563.

3/ All Federal programs which require the use of a restricted rate per 34 CFR 75.563.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B, Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost.

Capitalization Policy: Assets, equipment and improvements are capitalized if the initial acquisition cost equals or exceeds \$5,000.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701-5096

Signature

Name

Title

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street SW
Washington, DC 20202-4450

Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

JUN 23 2011
Date

Phillip Luster
Negotiator

(202) 245-8069
Telephone

From: DellOnlineSales@Dell.com [mailto:DellOnlineSales@Dell.com]
Sent: Wednesday, December 07, 2011 11:35 AM
To: Glenn Meyer
Subject: Dell Computer - Saved Quote Information 1005710286798

Your E-Quote has been saved.

Dear Glenn Meyer:

An E-Quote containing computer equipment from Dell Computer Corporation has been saved in your name at the Dell Online Store. The E-Quote will be held for 45 days to allow for completion of the order.

Per your request, this E-Quote has been forwarded to the following recipients:

Your Comments:

To retrieve this E-Quote:

1. Log on to your Premier page for Nevada State Store
2. Click into your online store.
3. Select "Retrieve" E-Quote from the top section of the page.
4. Select E-Quote Number: 1005710286798

Premier.dell.com log-in: <http://premier.dell.com>

A read-only view of this E-Quote is provided below:

E-Quote Information

E-Quote number: 1005710286798

E-Quote name: P20 server

Description: quote for grant

Customer Name: Nevada State Store

E-quote Name	P20 server	E-Quote Description	quote for grant
Saved By:	Glenn Meyer	Phone Number:	(775) 687-9126
	gmeyer@doe.nv.gov	Purchasing Agent:	
Saved On:	Wednesday, December 07, 2011	Notes/Comments:	
Expires On:	Saturday, January 21, 2012	Additional Comments:	
Premier Page Name	Nevada State Store		

Ship to Address:

Bill to Address:

Description

 Dell PowerEdge R910

Date & Time: December 07, 2011 1:32 PM CST

12/7/2011

SYSTEM COMPONENTS**Dell PowerEdge R910**

Qty 1

R910 Chassis for up to Four 2.5-Inch Hard Drives, No Operating System

Unit Price \$19,897.85

Catalog Number: 84 W1285

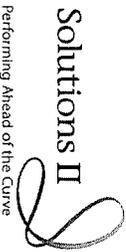
Module	Description	Product Code	SKU	Id
PowerEdge R910	R910 Chassis for up to Four 2.5-Inch Hard Drives	R910W4	[225-1157]	1
Operating System	No Operating System	NOOS	[420-6320]	11
SHIP	PowerEdge R910 Shipping	SHIPGRP	[330-6746]	2
Memory	128GB Memory (32x4GB), 1066MHz, Dual Ranked LV RDIMMs for 4 Processors, Power Optimized	1282RR0	[317-7144] [331-2766]	3
Embedded NIC with ISOE	Dual Two-Port Embedded Broadcom NetXtreme II 5709 Gigabit Ethernet Controllers	OBC5709	[330-7444]	5
Processor	2x Intel@ Xeon@ E7540 2.00GHz, 18M cache, 6.40 GT/s QPI, Turbo, HT, 6C, 1066MHz Max mem	E7540	[317-3284]	6
Additional Processor	Upgrade to Four Intel@ Xeon@ E7540 2.00GHz, 6C	4E7540	[317-3290] [330-6757]	7
Hard Drives	HD Multi-Select	HDMULTI	[341-4158]	8
Internal Controller	PERC H700 Integrated RAID Controller, 1GB NV Cache	H700IGB	[342-1571]	9
BIOS Setting	Performance BIOS Setting	HPBIOS	[330-3492]	10
Embedded Management	iDRAC6 Express	IDRCEX	[467-8649]	14
Optional Optical Drive	DVD-ROM Drive, Internal	DVD	[313-9126]	16
Bezel	PowerEdge R910 Bezel	BEZEL	[313-9186]	17

System Documentation	No Systems Documentation, No OpenManage DVD Kit	NODOCS	[310-5171]	21
RAID Configuration	RAID 0 for PERC H200 or PERC H700 Controllers (Non-Mixed Drives)	MSR0	[342-0372]	27
Rails	ReadyRails™ Sliding Rails With Cable Management Arm	RRCMA	[331-0801]	28
Hardware Support Services	3 Year ProSupport and Mission Critical 4HR 7x24 Onsite Pack	U31PME4	[909-3537] [909-3558] [909-3608] [923-6692] [923-6882] [926-9840] [989-3439]	29
Proactive Systems Management	Dell Proactive Systems Management	PSM	[909-0269]	30
Installation Services	No Installation	NOINSTL	[900-9997]	32
Power Supply	Energy Smart Power Supply (750W), Redundant Full-power configuration (2+2)	750W22	[330-8213]	36
Power Cords	(4) NEMA 5-15P to C13 Wall Plug, 125 Volt, 15 AMP, 10 Feet (3m), Power Cord	WL_10FT	[310-8509] [310-8509] [310-8509]	106
Hard Drives	146GB 10K RPM Serial-Attach SCSI 6Gbps 2.5in Hotplug Hard Drive	146A610	[342-2014]	1209
Network Adapter	Broadcom 5709 Dual Port 1GbE NIC w/TOE iSCSI, PCIe-4	B57091	[430-3260]	1230
TOTAL: \$19,897.85				

Sub-total \$19,897.85

Shipping & Handling \$0.00

12/7/2011



Quote

Prepared For: Ron Pascual
 Company: Nevada Department of Education
 Project: VMware and VMware Backup
 Quote expiration: 12/22/2011

Quote #: NV_Edu_VMandVeeam_20111122
 Date: 11/22/2011
 Account Rep: Daniel Gozziano
 Phone: 775.721.1282
 Fax: 815.572.0956
 Email: dan.gozziano@solutions-ii.com

Notes:
 1) All pricing is subject to manufacturer approval expected 11/28/2011.

Part #	Description	Qty	Unit Price	Extended Price
Veeam Software Licensing				
P-BCKUP/S-AP000-00-A	Backup&Rep Std f/VMware Pub Sec1 Tier A	4	\$ 485.18	\$ 1,940.72
V-BCKUP/S-AP1YP-00-A	Backup&Rep Std f/VMware 1Y Adtl Mnt Prpd Tier A	4	\$ 91.66	\$ 366.64
Subtotal				\$ 2,307.36
VMware Software Licensing				
VS4-ENT-A	ACADEMIC VMWARE VSPHERE 4 ENTERPRISE FOR 1 PROCESSOR (MAX 6 CORES PER PROCESSOR)	4	\$ 1,590.84	\$ 6,363.36
VS4-ENT-3G-SSS-A	ACADEMIC BASIC SUPPORT/SUBSCRIPTION FOR VMWARE VSPHERE ENTERPRISE FOR 1 PROCESSOR FOR 3 YEAR	4	\$ 923.10	\$ 3,692.40
Subtotal				\$ 10,055.76
Total				\$ 12,363.12



Quotation

Darlene Brichetto
Senior Account Manager
850 Asbury Drive
Buffalo Grove, IL 60089
P: (800) 883-8303
Darlene_Brichetto@Dell.com

Quote Number: DMB11120903
Quote Expires: Dec 31, 2011

Customer: NV-S DEPT OF EDUCATION
Contact: Cindy Little
Customer # : 181476
Phone: (775) 687-9138
Fax:
E-mail: clittle@doe.nv.gov
Date of Issue: Dec 09, 2011

PLEASE SEE IMPORTANT TERMS AND CONDITIONS AT THE BOTTOM OF THIS QUOTATION

Product Description	Part #	Quantity	Unit Price	Ext. Price
VLA SQL SERVER ENT 2008 R2 ALL LANGUAGES	2571161	2	\$1,671.79	\$3,343.58

Notes: 59ACG	Product Sub Total	\$3,343.58
	Grand Total	\$3,343.58
		USD

Quote Prepared By: Darlene Brichetto

- Customer's purchase is subject to Dell's Terms and Conditions of Sale found at www.dell.com, unless Customer has a separate purchase agreement with Dell.
- Sales/use tax is based on the "ship to" address on your invoice. Please indicate your taxability status on your purchase order. If exempt, Customer must have an Exemption Certificate on file.
- If you have a question re: your tax status, please contact your Dell | ASAP Software inside sales representative listed above. Shipments to California: for certain products, a State Environmental Fee of up to \$10 per item may be applied to your invoice. Prices do not reflect this fee unless noted. For more information, refer to www.dell.com/environmentalfee.
- All product descriptions and prices are based on latest information available and are subject to change without notice or obligation.
- All prices are based on Net 30 Terms. If not shown, shipping, handling, taxes, and other fees will be added at the time of order, where applicable.
- Customer understands and acknowledges that all warranties, representations and returns are subject to the manufacturer, publisher or distributor guidelines.

DELL

QUOTATION

QUOTE #: 606724895
Customer #: 63673802
Contract #: WN22ACA
Customer Agreement #: NASPOWSCA #B27160
Quote Date: 12/9/11
Customer Name: NEVADA DEPT OF EDUCATION
Date: 12/9/11 1:13:28 PM

TOTAL QUOTE AMOUNT:	\$201.92	
Product Subtotal:	\$201.92	
Tax:	\$0.00	
Shipping & Handling:	\$0.00	
Shipping Method:	Ground	Total Number of System Groups:
		0

SOFTWARE & ACCESSORIES			
Product	Quantity	Unit Price	Total
OLP WINSVRSSTD 2008R2 SNGL NL ACDMIC elec dwnld only (A3064375)	2	\$100.96	\$201.92
Number of S & A Items: 1		S&A Total Amount: \$201.92	

SALES REP: Bretton Jackson	PHONE: 800-981-3355
Email Address: Bretton_Jackson@dell.com	Phone Ext:

Please review this quote carefully. If complete and accurate, you may place your order online at www.dell.com/ato (use quote number above). POs and payments should be made to *Dell Marketing L.P.*

If you do not have a separate agreement with Dell that applies to your order, please refer to www.dell.com/terms as follows:

If purchasing for your internal use, your order will be subject to *Dell's Terms and Conditions of Sale-Direct* including Dell's U.S. Return Policy, at www.dell.com/returnpolicy#total. If purchasing for resale, your order will be subject to *Dell's Terms and Condition of Sale for Persons or Entities Purchasing to Resell*, and other terms of Dell's PartnerDirect program at www.dell.com/partner. If your order includes services, visit www.dell.com/servicecontracts for service descriptions and terms.

Quote information is valid for U.S. customers and U.S. addresses only, and is subject to change. Sales tax on products shipped is based on "Ship To" address, and for downloads is based on "Bill To" address. Please indicate any tax-exempt status on your PO, and fax your exemption certificate, with seller listed as *Dell Marketing L.P.* to Dell's Tax Department at 800-433-9023. Please include your Customer Number.

For certain products shipped to end-users in California, a State Environmental Fee will be applied. For Asset Recovery/Recycling Services, visit www.dell.com/assetrecovery.



Vology
 4027 Tampa Road, Suite 3900
 Oldsmar, FL 34677
 (813)-852-6400 office (813)-490-7090 fax
 Sales@vds.com



SALES QUOTE
SQ-273423
6/22/2011

Customer	Contact	Ship To
Nevada Department of Education 700 E. Fifth St. Carson City , NV 89701 United States of America 775-687-9153	Pascual,Ron 700 E. Fifth St. Carson City , NV 89701 89701 775-687-9153	Nevada Department of Education 700 E. Fifth St. Carson City , NV 89701 United States of America 775-687-9153

Account	Terms	Due Date	Account Manager	Schedule Date	Ship VIA	P.O. #
82914 / NEVA82914	Net 30	6/22/2011	Bryan Sexton bsexton@vds.com Ph# (813) 321-6271 () -	6/22/2011	UPS Ground	

Line #	Manufacturer/ Model / Description	Qty	Unit Price	Extended Amount
1	Cisco / WS-C2960G-48TC-L-NEW / CATALYST 2960 48 10/100/1000 PERP 4 T/SFP LAN BASE IMAGE	1	2,650.00	2,650.00
2	/ / ** Includes Vology Limited Lifetime Replacement Guarantee **	0	0.00	0.00
3	/ / ** UPS Ground Shipping is included ** GSA GS35F-0133T/ FED ID 593760415 / Cage Code 31XW3 / NAICS 433430,443120 / DUNS 12-361-5630	0	0.00	0.00
			SubTotal:	\$2,650.00
			Est. Freight	0
			Total Amount	\$2,650.00

Generally, all hardware above is refurbished, has passed our 5 Star Certification process and is backed by our Limited Lifetime Warranty (End-User Customers Only). For detailed information regarding our Limited Lifetime Warranty, 5 Star Certified process and returns policy, please visit our website at www.vds.com/quality/terms-and-conditions.aspx. This is a hardware sale only and the purchaser is responsible for any software licensing agreements with the original manufacturer. This agreement will expire 7 days from the quote date above. Prices are subject to change without notice. Unless noted, this quote does not include shipping charges or taxes.

Check out how the products you order are processed - Video Tour - <http://www.vds.com/vology/virtual/tour.aspx>

Accept this quote - Signature: _____

**Longitudinal Data Systems
NSHE Longitudinal Data System - Budgetary Estimates
By LumenData
1-Oct-09**

LUMENDATA

Work Stream	PIDs	Estimated Costs	Comments
Data Migration	40-85	\$48,000-\$98,000	Data Migration work comprises a) full load of all NSHE records in Cedar Hub, b) Graduating High School class (e.g. ~10K Fall 2010 high school seniors from NDE system) that are entering NSHE as freshmen, NSHE graduating class (~10K May 2010 seniors) entering workforce will be matched with DETR records and recorded via ID cross referencing. Entire Data will be then loaded from Hub into Data Warehouse for further analytics
Integration and data mapping	75-110	\$90,000-\$144,000	Integration work comprises mapping of individual data elements, effective dating, affiliation and other status, privacy flags etc from NDE, DETR and Clearing House data sources into Hub.
Hub Data Model configuration	50-75	\$40,000-\$70,000	Hub data model configuration to accommodate all 7 Longitudinal data system requirements as per Section IV of document NCES 09-02. Part work can be offshored and will result in reduction of cost
Knowledge Transfer	15	\$18,000	Knowledge Transfer to NSHE Resources to maintain Hub and to perform ongoing data migrations
Total	180 - 298	196,000-\$308,000	

Assumptions

1. Project consists of correlating and persisting Student Data from 3 agencies (NDE, NSHE and DETR) into Hub
2. We assume that a) NDE will provide all student data with one unique ID, b) Cedar UID project will de dup and cleanse NSHE student data and consequently each student will have one EMPLID, and c) DETR data has SSNs for worker identification purposes. No data will be cleansed or standardized. However the system will match constituents across these different data sources as mentioned elsewhere.
3. NDE high school graduating class is 20K students. Approximately 10K enter NSHE system, 4K go out of state, 2-3K are untraceable and the rest enter the workforce directly.
4. NSHE total student population is 100,000. Entering class is 10K
5. The system will correlate 10K high school graduates (from NDE) with NSHE freshman class leveraging Oracle Hub matching technology. Details of graduating NSHE seniors will be sent to DETR in a batch file, and DETR will return back a match code with pre-determined, pre-agreed employment information.
6. The system will send delta updates, with ID information, to a EPM/OBIEE datawarehouse for further analytics.
7. Student / constituent data will not be offshored for any purpose due to privacy concerns,
8. Hub Configuration work (without data) can be offshored

9. LumenData will perform one freshman entering class, and one college graduating class data set migrations / matching. Future Data Migration work will be performed by NSHE staff
10. The Hub will be configured to accommodate all 7 Longitudinal data system required elements (NCES 09-02 section IV). However further clarification is needed on some of the data sources (eg teacher data, teacher IDs, teacher certifications).
11. The Hub will enable full interchange of data amongst agencies and institutions within State and between States using pre-defined standard data structures, formats and definitions. The project itself will not define these data structures, interchange formats and definitions.
12. The Hub will fully accommodate all twelve required elements as required by America COMPETES act. These include Unique Statewide ID that does not permit users of the system to identify the individual involved, student level enrollment, demographic, and program participation information, Student-level Information on students exiting, transferring in, transferring out, dropping out and completing P-16 education programs. Capacity to communicate with NSHE higher education systems (including Cedar Hub), full audit capability for State Data Audits for data quality, validity and reliability.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Nevada 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	0.00	155,766.00	239,555.00			395,321.00
2. Fringe Benefits	0.00	70,095.00	107,800.00			177,895.00
3. Travel	10,017.00	10,017.00	10,017.00			30,051.00
4. Equipment	0.00	19,898.00	0.00			19,898.00
5. Supplies	5,000.00	7,400.00	7,400.00			19,800.00
6. Contractual	307,500.00	746,340.00	686,340.00			1,740,180.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	71,771.00	1,091,675.00	359,274.00			1,522,720.00
9. Total Direct Costs (lines 1-8)	394,288.00	2,101,191.00	1,410,386.00			3,905,865.00
10. Indirect Costs*	7,152.00	33,727.00	53,246.00			94,125.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	401,440.00	2,134,918.00	1,463,632.00			3,999,990.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

Name of Institution/Organization Nevada 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.	
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**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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)