

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

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100055**

Closing Date: DEC 04, 2009

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

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission                      * 2. Type of Application: * If Revision, select appropriate letter(s): <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Application <input type="checkbox"/> Continuation                      * Other (Specify) <input type="checkbox"/> Changed/Corrected Application <input type="checkbox"/> Revision		
* 3. Date Received: 12/4/2009		4. Applicant Identifier: State of Tennessee Department of Education
5a. Federal Entity Identifier: 626001445		* 5b. Federal Award Identifier: 626001445
<b>State Use Only:</b>		
6. Date Received by State:		7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: State of Tennessee Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 626001445		* c. Organizational DUNS: 879016251
<b>d. Address:</b>		
* Street1:	710 James Robertson Parkway	
Street2:	6th Floor, Andrew Johnson Tower	
* City:	Nashville	
County:	Davidson	
State:	TN	
Province:		
* Country:	USA	
* Zip / Postal Code:	37243	
<b>e. Organizational Unit:</b>		
Department Name: State of Tennessee		Division Name: Department of Education
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:	Ms.	* First Name: Irma
Middle Name:		

\* Last Name: Jones

Suffix:

Title: Chief Analytic Officer

Organizational Affiliation:

\* Telephone Number: (615)532-0505 Fax Number: (615)532-4791

\* Email: IRMA.JONES@TN.GOV

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

84.384

Title:

GRANTS FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

**13. Competition Identification Number:**

Title:

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

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

GRANTS FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS UNDER THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 5th

\* b. Program/Project: 5th

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 6/1/2010

\* b. End Date: 7/1/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 19817491
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 19817491

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

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

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

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

- Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Dr. \* First Name: Timothy  
 Middle Name: K  
 \* Last Name: Webb  
 Suffix:

Title: Commissioner

\* Telephone Number: (615)741-5158 Fax Number: (615)532-4791

\* Email: TIM.WEBB@TN.GOV

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
State of Tennessee Department of...

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	\$ 1,111,250	\$ 1,236,000	\$ 1,273,080	\$ 0	\$ 0	\$ 3,620,330
2. Fringe Benefits	\$ 385,675	\$ 460,513	\$ 474,328	\$ 0	\$ 0	\$ 1,320,516
3. Travel	\$ 46,000	\$ 56,000	\$ 56,000	\$ 0	\$ 0	\$ 158,000
4. Equipment	\$ 702,029	\$ 75,750	\$ 77,037	\$ 0	\$ 0	\$ 854,816
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 2,430,000	\$ 4,650,000	\$ 4,525,000	\$ 0	\$ 0	\$ 11,605,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 756,744	\$ 749,743	\$ 752,342	\$ 0	\$ 0	\$ 2,258,829
9. Total Direct Costs (lines 1-8)	\$ 5,431,698	\$ 7,228,006	\$ 7,157,787	\$ 0	\$ 0	\$ 19,817,491
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,431,698	\$ 7,228,006	\$ 7,157,787	\$ 0	\$ 0	\$ 19,817,491

**\*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 0%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 State of Tennessee Department of...

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Tim W. Webb

**Title:** Commissioner

**Date Submitted:** 12/01/2009

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Timothy K. Webb Title: Commissioner Applicant: State of Tennessee Department of Education Date: 12/04/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

### APPLICANT'S ORGANIZATION

State of Tennessee Department of Education

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.      First Name: Tim      Middle Name: W

Last Name: Webb      Suffix:

Title: Commissioner

Signature: \_\_\_\_\_

Date:

12/01/2009

ED 80-0013

03/04

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

**1. Project Director:**

Prefix:      \* First Name:                  Middle Name:                  \* Last Name:                  Suffix:  
Ms.          Irma                                                                    Jones

Address:

\* Street1:                  710 James Robertson Parkway  
Street2:                  6th Floor, Andrew Johnson Towe  
\* City:                          Nashville  
County:  
\* State:                          TN\* Zip / Postal Code: 37243 \* Country: **USA**

\* Phone Number (give area      Fax Number (give area  
code)                                  code)  
(615)532-0505                          (615)532-4791

Email Address:

IRMA.JONES@TN.GOV

**2. Applicant Experience**

Novice Applicant                   Yes                   No                   Not applicable

**3. Human Subjects Research**

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

Yes                   No

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

Yes    Provide Exemption(s) #:

No    Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Narrative - Project Abstract

### Attachment 1:

**Title: TLDS 360: Tennessee Longitudinal Data System 360 Degree View of A Student Pages: 1 Uploaded File:  
C:\Documents and Settings\CA18071\Desktop\UI\ABSTRACT.pdf**

## ABSTRACT

### *TLDS 360: Tennessee Longitudinal Data System 360 Degree View of the Student.*

The Tennessee Department of Education (TDOE) and the state of Tennessee propose to build a longitudinal student data system that will push the frontier in collection and utilization of P20 data and promote improvements in program administration and educational outcomes. The initiative will significantly increase teacher, school, and district-level use of near real time student data by employing sophisticated, as yet underutilized longitudinal data for predictive and retrospective identification of student achievement growth and academic risk factors. The project will complete the TLDS P20. TDOE's P12 LDS, supported by a 2006 Institute for Education Sciences grant, is already well developed. However, the current TLDS falls short of a complete, efficacious P20 information system. TDOE and its partner, the University of Tennessee Center for Business and Economic Research (CBER), will collaborate with the Tennessee Higher Education Commission (THEC) and the Department of Labor and Workforce Development (L&WD) to expand the P12 LDS to a P20 system. Tennessee's current P12 LDS and business intelligence functions satisfy basic expectations for interoperability and data delivery to local, district and state educators. Proposed improvements to existing business intelligence systems will dramatically expand the scope and depth of accessible data while maintaining stringent security standards. The project will develop a secure and adaptive database architecture that will integrate academic data on teacher/student relationships, attainment, course completion, and test scores, as well as data on health, children's services, mental health, and delinquency. This project envisions and plans to execute what is coined as *TLDS 360: Tennessee Longitudinal Data System 360 Degree View of the Student*. TLDS will incorporate data elements from other child-serving departments and will facilitate more robust characterizations of health, social welfare and behavioral conditions that influence students' progress from earliest child care, through P12 and higher education, and into the workforce.

The TDOE as the lead agency has partnered with CBER, an external academic research organization, which will serve as the conduit for receiving, aligning and coordinating data for reporting and research protocols to achieve project outcomes. As an established third party contractor, CBER is prepared to integrate data from SAS, Inc. (the vendor for Tennessee's Value Added Assessment System) with data from TDOE, THEC, L&WD, as well as other child-serving departments and agencies. This coordinated approach will permit near- and long-term educational, administrative and research issues to be addressed, including the development of Early Warning Indicators and analyses of teacher effectiveness.

TLDS Governance will be a high-level organization representing all of the partner agencies committed to the success of the project. Initial Project Charters from relevant departments reflect commitments to negotiate data sharing agreements, though much of the data from TDOE, CBER, SAS, Inc., THEC, L&WD, and the Department of Human Services is already available for inclusion in the P-20. The project proposal capitalizes on the current TLDS foundation and positions it for expansion as a nationwide model for multidisciplinary support of student achievement. It corresponds to data system requirements for potential projects funded by Race To The Top grants.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **24** Uploaded File: **C:\Documents and Settings\CA18071\Desktop\UINARRATIVE [1].pdf**



## *6. Project Narrative*

### TLDS 360: Tennessee Longitudinal Data System 360 Degree View of the Student

“If we remain wedded to the way education is currently provided we cannot imagine other ways...we need some imagination, some fantasy, some new ways of thinking - some magic in fact.” Hedley Beare, Professor of Education, Melbourne

'We imagine a school in which students and teachers excitedly and joyfully stretch themselves to their limits in pursuit of projects built on their vision...not one that succeeds in making apathetic students satisfying minimal standards.' Vision for Education: The Caperton-Papert Platform, Seymour

#### 6(a) Need for the Project

Tennessee perennially ranks near the bottom across the states in per pupil spending on elementary and secondary education. This low level of spending is linked, in part, to relatively low levels of per capita income and thus relatively low tax capacity. Accordingly, the state must ensure the greatest possible return to each tax dollar it generates. The state economy has long relied on manufacturing as the foundation of its economic base, but manufacturing jobs continue to disappear. This is not a new phenomenon—in 1968, more than one-third of Tennesseans were employed in manufacturing, but by 2008 only one in ten workers held a manufacturing job. The ever-increasing pace of economic transformation means the state has to work harder and harder to promote economic opportunity.

Education is the cornerstone of economic security for people and families and the economic development communities. Tennessee needs to improve educational outcomes and teacher effectiveness, promote efficiencies in public service administration and delivery, and ensure accountability with the public at large. The project proposed here would put important information in the hands of teachers to do their jobs better and enable research and reporting to meet these needs. In addition, the breadth of the proposed program of work—the length of the educational continuum captured in the database, linkages to state agencies outside of education and data interoperability—would serve as model for other states developing longitudinal education databases.

#### Background

Tennessee initiated formal development of a longitudinal data system in 2006 when TDOE received a Statewide Longitudinal Data Systems (SLDS) Grant from the Department of Education Institute of Education Science (#R372A05127). The intent was to enable the state to design, develop, and implement a statewide longitudinal data system, referred to as the Tennessee Longitudinal Data System (TLDS), to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6301 et seq.).

TDOE conducted in-depth research into its K-12 information system environment, national standards and best practices in the field, and reviewed status of work already under way to

address many of the grant objectives. TDOE engaged Oracle Technologies for the data warehouse infrastructure and Business Intelligence (BI) Reporting Tool and implemented a design bringing together a significant amount of education data in a common environment. TDOE also established procedures that have improved confidentiality of student records, implementing a new unique student identifier, so cross-system and cross-year data are immediately accessible. The process for assigning unique student identifiers does not involve school district interaction. Numbers are automatically generated at the State Education Agency (SEA) and downloaded into school district databases. Students' confidential information is stored in a separate database and only accessed when data are imported into the warehouse. In compliance with Family Educational Rights and Privacy Act (FERPA) regulations, TLDS provides student-level data for longitudinal analyses without disclosing student identifying information. The warehouse serves a range of users who report varying degrees of satisfaction with the current BI tool. A variety of users obtain data from the warehouse, including TDOE staff, Tennessee Higher Education Commission (THEC), external researchers, managers, and policymakers.

Tennessee's initial SLDS grant also facilitated and prompted connections between K-12, higher education and workforce data. Through a partnership among TDOE, THEC and CBER, a teacher data warehouse was created utilizing the TDOE warehouse data and connecting TDOE data on teacher placement with THEC data on teacher preparation and CBER workforce data. The creation of the teacher data warehouse provides a platform for the next phase of TLDS growth.

Tennessee envisions the next iteration of TLDS as a primary driver of data and analysis to enhance the state's efforts on teacher effectiveness, supporting a P-20 system, revamping and integrating standards and assessments and better aligning targeted interventions. This project will allow these outcomes by addressing four significant needs of the state: First, to train Local Education Authorities statewide to fully utilize the K-12 SAS-based data and expanded data available through the P-20 system; second, to complete its P-16 and P-20 system; third, to advance to a 360 degree view of its students (*8. Appendix A2*); and fourth, to enhance performance across state agencies.

(1) Fully utilize K-12 TLDS data.

It has been well documented that educational value-added assessment accounts for any influence of socio-economic factors that are consistent across time, *if* the assessment is based on multivariate, longitudinal analyses of each student's entire vector of prior academic achievement scores. Tennessee has an established history of research about accelerators and impediments to student progress already running at the teacher level. Interface allows authorized users to access results from analyses that measure the impact of districts, schools and teachers on student academic progress by subject level and by achievement level of students, plus individual student projections to a variety of academic milestones students face. Thus, these results offer educators the opportunity to focus on effective educational delivery, which will result in appropriate academic progress for all students.

However, there are unexpected environmental conditions that can alter academic trajectories of individual students. Examples: Entry into protective custody, incarceration of a parent, family lost jobs, death or serious illness of a parent or other care giver. Any of these would most likely have an unsettling effect on a student's capacity to engage in appropriate academic behaviors.

Building on expertise accumulated through years of measuring of schooling influences on student academic progress and making projections for future student success, this proposal will link measurement expertise across state agencies to identify combinations of strategies that are successfully neutralizing currently unpredicted external forces for students. A 360 degree student view (8. *Appendix A1* and described more fully in (3)) and dashboards to support this proposal go beyond information sharing across state agencies. Dashboards will overlay the state's evaluation of coordinated inter-agency efforts with empirical research tied to student outcomes.

Tennessee has in place an infrastructure to deliver to educators indicators collected within the school environment through a user-friendly interface. Thousands of Tennessee teachers and principals already have responsibility-specific accounts to a secure-access drill down delivery system. With the state's commitment to increase access to all appropriate school personnel by fall 2010, the TVAAS restricted website is a reasonable, cost effective solution to delivery of the 360 degree student view for educational uses. Missing from this existing delivery is access to student/family data from other state agencies that can trigger additional educational support for students whose academic success is threatened or potentially compromised by unexpected events occurring outside of education. Proposed additions to the existing infrastructure will increase the capacity to do the following:

- 1) Provide principals and teachers with an early warning when situations that might impede student performance occur and activate a monitoring of a student's indicators of academic engagement (e.g., grades, discipline, and attendance). This would allow for additional intervention, should evidence accumulate to warrant it. Individual student multi-agency transfer into the system will trigger the following:
  - a. Appropriate principal/teacher notification of change in student environmental/family status (Phase I)
  - b. Appropriate automated monitoring of academic environment behaviors to assess accumulating risk (Phase I)
  - c. Revised individual student probabilities for academic success, given an individual student's change in status. (Phase II)
- 2) Provide feedback to other appropriate state agencies regarding specific future academic risks that might exist due to an individual student's change in status (e.g., failure in grade/missing graduation target). (Phase I)
- 3) Provide aggregate school level feedback to the school system so system level supports can be increased for specific schools as level of severity of potential academic failure increases. (Phase I)

- 4) Provide aggregate school system level feedback to appropriate state agencies regarding counts of student/family overlapped services to improve efficiency of service delivery. (Phase I)
- 5) Provide empirical evidence of whether integrated delivery of services has successfully impacted students' academic performance so the unexpected environmental intrusion is neutralized. (Phase II)
- 6) Identify inter-agency actions that were successful and actions that need improving. (Phase II)
- 7) Link to forecasting for future revenue requirements. The University of Tennessee Center for Business and Economic Research (CBER, the external research partner for this project) and SAS Institute partnership will also improve forecasting capacity within the state regarding need for targeted differentiated future funding to focus on measured effective interventions for highly at risk students. (Phase II)

Phase I will be accomplished in the initial year and Phase II will be added after appropriate research using data collected in Phase I.

(2) Complete TLDS P-16 and P-20: The second purpose of this application is to expand and improve TDOE's P -12 TLDS to a P-20 system to allow data to be collected, archived, combined, analyzed and used to promote data driven analyses and interventions for continuous improvement for learning standards, curricula, instructional processes and programs, professional development, post secondary educational programs and workforce program improvements. Combination of the current TDOE LDS, THEC systems and other data sources will track an individual's academic and educational achievement, and also post-education and career experience. System tools will support practitioner and researcher needs and allow for retrospective (e.g., determination of which curricula were effective) and prospective uses of data (e.g., projections of future capacity and curricula requirements in the education system, predictive studies of student outcomes, and early warning signals for achievement challenges). The current status of the state's TLDS is displayed in *10. Appendix C.—Current Status of State's Longitudinal Data System*.

A core element of TLDS—the P-20 student-level database—will be an invaluable tool that can be used to address an array of important education, administrative issues and policy questions. In the context of teacher effectiveness, only standard metrics like student progression, dropout rates, test scores and value added assessments can be utilized. Extending P-20 to include child care prior to pre-kindergarten and to workforce outcomes, like employment status and earnings, will accommodate a richer analysis of teacher effectiveness by controlling for characteristics and experiences of children before they enter formal schooling and tracing through workforce outcomes that transpire after graduation.

Data Quality: The TLDS will implement a software application data cleansing tool (*10. Appendix A2*) through a third party trusted vendor which will securely move certain student records from a sending agency to a receiving agency authorized by FERPA. This system will track a student's lifecycle. When a student transfers from one district to another, that data will be moved from

one LEA to the other LEA electronically – immediately and securely. The same will be true when a student moves to Postsecondary education. This data cleansing tool will also assist with student drop out data. Tennessee’s dropout rate may be reduced because there will be better tracking of interstate enrollment.

This tool supports serve both the needs to PK-12 and Postsecondary systems. The system translates data from PK-12 sets into formats preferred by Postsecondary users, such as PESC High School Transcript XML or SPEEDE EDI.

P-16. The Tennessee Higher Education Commission (THEC) currently has a unit-record student information system with data back to 1995. The information comprising this system includes enrollment, financial aid, completions, and lottery scholarship information. This student information system has served THEC well in research and reporting on policy issues limited to public higher education.

THEC enjoys excellent working partnership with Tennessee Department of Education. The two agencies have collaborated on many research projects in the past. Having the two data systems separated, however, has limited the types of research studies that have been conducted up to this point. By merging the data into a statewide longitudinal data system, a greater understanding of education in Tennessee will be achieved.

Some of the policy questions that can be answered with the statewide longitudinal data system include:

- How do the state’s high school graduates persist and perform in higher education?
- What pattern of high school course-taking leads to success in higher education?
- What is the predictive value of the state’s tenth grade assessment?
- Who needs developmental education courses in reading, writing and math?
  - How is this related to high school course taking?
  - How is this related to tenth grade test results?
  - How is this related to scores on the GED examination?
- How do under-represented populations persist and perform in higher education?
  - Adults
  - Males
  - Low-income
  - GED recipients
  - Racial/ethnic minorities
- How do the findings inform high school and adult education reform, including development of college-ready standards in the key academic skill areas?
- How do financial aid packaging practices affect college choice, persistence and academic success of low-income students?
- What are the actual graduation rates, adjusted for mobility across systems and other states?
- How do various student retention strategies impact student success?

- What is the employment and wage status of graduates by program of study and degree level?
- Are we graduating sufficient numbers of students in fields with high job vacancy rates?
- How do graduates of various types of teacher preparation programs perform?

The education data warehouse contributes to our store of substantive knowledge and it will increase the speed and routinization with which cross-cutting projects can be completed, leading to increased capacity for research and reporting that is P-16 in nature.

eTranscripts: Since student transcripts are the quintessential longitudinal student record, the most significant impact a state education agency and the U.S. Department of Education can have on the quality of the nation's longitudinal education records is to ensure that schools have the capacity to create and exchange correct, certified and timely student records. TLDS' eTranscript application will permit high schools, the state, legislators, postsecondary institutions and the public to assess where Tennessee high school students apply to college, where they are admitted, and where they actually attend. This system will also simplify transfer of academic records between high schools when students move from school to school, and will allow postsecondary institutions to quickly update academic records for newly admitted students. With appropriate approvals, transcript data from colleges can even be sent back to originating high schools so school districts can assess their own college preparation efforts. Recipients can make faster and better informed decisions about incoming individuals, such as in cases of college enrollment and workforce readiness.

P-20: With completion of P-20 TLDS, Tennessee Labor and Workforce Development (L&WD) will have access to quality decision making data to substantiate the value of federally funded programs within its organization. These data will allow L&WD to demonstrate what transpired in students' lives after completing their education. Programs include, but are not limited to, completion data for GED Programs, Adult Literacy Programs, Training Grants, Pell Grant Applicant Information, Work Force Training, English as a Second Language Training, Unemployment Insurance data, and Tennessee Teens to Work data.

Through successful collaboration with L&WD, TLDS P-20 will boast the abilities of:

- Student Identification Element – tracking individualized data beginning at the fundamental level through an educational student unique identifier throughout their education experience and into the labor force. This identifier will be used across P-12, Community College System, University System, Workforce Tracking and more.
- Adhering to Data Standards - Postsecondary and Higher Education typically involve a high percentage of students whose P-12 education occurred outside the state where the institution is based. TDOE's Master Person Index ((MPI, described in 6(b)(iii)) and L&WD will address this issue by developing algorithms to match student data elements across multiple databases and data fields.
- Subject and Skills Data – L&WD maintains data on individuals and students. The P-20 TLDS will have the ability to consistently manage subjects, skills, intensity and other information regarding courses consistently across the entire system.

