

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS

CFDA # 84.372A

PR/Award # R372A090055

Grants.gov Tracking#: GRANT10076417

Receipt Status: Received Late

OMB No. 1890-0004, Expiration Date:

Closing Date: SEP 25, 2008

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	c1
2. Standard Budget Sheet (ED 524)	c5
3. SF 424B - Assurances Non-Construction Programs	c7
4. ED 80-0013 Certification	c9
5. Dept of Education Supplemental Information for SF-424	c10

Narratives

1. Project Narrative - (Abstract Narrative...)	c11
Attachment - 1	c12
2. Project Narrative - (Project Narrative...)	c13
Attachment - 1	c14
3. Project Narrative - (Other Narrative...)	c39
Attachment - 1	c40
Attachment - 2	c41
Attachment - 3	c50
4. Budget Narrative - (Budget Narrative...)	c72
Attachment - 1	c73

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 c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

09/25/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Kentucky Department of Education

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

61-0600439

* c. Organizational DUNS:

102594426

d. Address:

* Street1:

500 Mero Street

Street2:

* City:

Frankfort

County:

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

40601

e. Organizational Unit:

Department Name:

Bureau of Learning and Results

Division Name:

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

Prefix:

Ms.

* First Name:

Elaine

Middle Name:

* Last Name:

Farris

Suffix:

Title:

Deputy Commissioner

Organizational Affiliation:

Kentucky Department of Education

* Telephone Number:

502-564-5130

Fax Number:

502-564-4007

* Email:

elaine.farris@education.ky.gov

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-CRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

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

KY-All

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

Kentucky Instructional Data Systems (KIDS)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,878,373.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,878,373.00"/>

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

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

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

Yes No

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

 ** I AGREE

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

Authorized Representative:

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

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Kentucky Department of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 6,000	\$ 6,000	\$ 6,000	\$ 0	\$ 0	\$ 18,000
4. Equipment	\$ 85,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 85,000
5. Supplies	\$ 31,000	\$ 2,000	\$ 2,000	\$ 0	\$ 0	\$ 35,000
6. Contractual	\$ 913,700	\$ 1,104,400	\$ 624,800	\$ 0	\$ 0	\$ 2,642,900
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,000	\$ 20,000	\$ 50,000	\$ 0	\$ 0	\$ 90,000
9. Total Direct Costs (lines 1-8)	\$ 1,055,700	\$ 1,132,400	\$ 682,800	\$ 0	\$ 0	\$ 2,870,900
10. Indirect Costs*	\$ 5,217	\$ 1,128	\$ 1,128	\$ 0	\$ 0	\$ 7,473
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,060,917	\$ 1,133,528	\$ 683,928	\$ 0	\$ 0	\$ 2,878,373

***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: 12/31/2007 To: 12/31/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Kentucky Department of Education

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Olivia Willoughby</p>	<p>* TITLE</p> <p>Commissioner, Kentucky Department of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Kentucky Department of Education</p>	<p>* DATE SUBMITTED</p> <p>09/25/2008</p>

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

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		
Kentucky Department of Education		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Jon	Middle Name: E.
* Last Name: Draud	Suffix:	
* Title: Commissioner, Kentucky Department of Education		
* SIGNATURE: Olivia Willoughby	* DATE: 09/25/2008	

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Elaine		Farris	

Address:

* Street1:	500 Mero Street
Street2:	
* City:	Frankfort
County:	Franklin
* State:	KY: Kentucky
* Zip Code:	40601
* Country:	USA: UNITED STATES

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

502-564-5130	502-564-4007
--------------	--------------

Email Address:

elaine.farris@education.ky.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:

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-ABSTRACT v 1.1.pdf

Abstract

The Kentucky Department of Education (KDE), is requesting \$2.9 million over three years from the U.S. Department of Education, Institute of Education Sciences to support a multi-agency project which builds upon the success of the K-12 statewide longitudinal data system and the systems that have been developed independently by the Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB). Other agencies such as the Kentucky Higher Education Assistance Authority and the Department for Workforce Investment will be included in the planning phase of the proposed initiative. The proposed initiative will provide, for the first time, a seamless view of the P-20 educational landscape in Kentucky which will serve to facilitate the analysis and research necessary to improve student academic achievement and close achievement gaps. Kentucky will link data from pre-school, P-12, educator preparation and certification programs, career and technical education, postsecondary and adult education, workforce, facilities and other sources. The agencies involved in this new initiative represent the three key state educational entities, each of which collect and store their own data. Under a P-20 Governance structure each agency will individually control what data is shared, what analytic functions use that data, and who has access to data.

The project is designed in three phases, each 12 months in duration. The first phase encompasses critical initial planning activities and the inclusion of additional data into the KIDS warehouse. In the second phase data collected by EPSB and CPE will be merged with P-12 data to generate a more holistic snapshot of education. Finally, in the third phase an interface and process for external and agency researchers to access the de-identified data for analysis purposes and to extract information that can be used in studies and to create reports on P-20 related issues will be developed.

Kentucky's SLDS project, also known as the Kentucky Instructional Data System (KIDS) project, is in the final year of a three year IES grant. This proposed project provides for an unprecedented opportunity to leverage the successful KIDS project to create a P-20 data warehouse which will be governed in a collaborative effort agreed upon by the leaders of these three agencies. Kentucky is a leader in education collaboration and innovative education technology projects. What is sorely lacking is the ability to link data from these key educational entities. The proposed initiative will enable Kentucky to make great strides in rectifying this problem. The result will be a data warehouse which can be used for research and analysis to inform decision-making at the local and state level and affect policy to ensure that all students receive a high quality education taught by highly effective educators. Because this project puts Kentucky on the cutting edge of P-20 data system development, the proposed project will create a model which can be replicated in other states.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1239-Kentucky_Grant Narrative-approved.pdf

Kentucky Project Narrative

Introduction

On behalf of the Commonwealth of Kentucky, the Kentucky Department of Education (KDE), is requesting \$2.9 million over three years from the U.S. Department of Education, Institute of Education Sciences to support a multi-agency project which builds upon the success of the K-12 statewide longitudinal data system and the systems that have been developed independently by the Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB). Building upon Kentucky's rich history of using data to improve student academic achievement, this project will provide the Commonwealth with an unprecedented amount of information to support decision-making and policy development at state and local levels. This initiative will improve the state's educational system and workforce and ensure that all children receive high quality instruction and are prepared for success in school and life.

The proposed initiative will provide, for the first time, a seamless view of the P-20 educational landscape in Kentucky thereby facilitating analysis and research to improve student academic achievement and close achievement gaps. Kentucky will link data from pre-school, P-12, educator preparation and certification programs, career and technical education, postsecondary and adult education and other sources. The resulting P-20 solution will enable participating agencies to individually control what data are shared, what analytic functions use that data, and who has access to data. Moreover, the agencies will be better able to respond to specific mandated reporting requirements. Prior to moving this data into a shared system, a third party vendor(s) will be engaged to review the P-20 data environment in the state and make recommendations on how to create a seamless system that ultimately includes workforce and economic development data linked to the educational attainment of citizens of the Commonwealth.

The agencies involved in this new initiative represent the three key state educational entities, each of which collect and store their own data. The Kentucky Department of Education (KDE) is a service agency of the Commonwealth of Kentucky. The department provides resources and guidance to Kentucky's public schools and districts as they implement the state's P-12 education requirements. The department also serves as the state liaison for federal education requirements and funding opportunities. The department is an agency of the state Education Cabinet. It is led by an appointed commissioner of education, who answers to the 11-member Kentucky Board of Education. The Bureau of Operations and Support Services and the Bureau of Learning and Results Services are headed by deputy commissioners. Offices within those bureaus are administered by associate commissioners, and divisions within those offices are administered by division directors.

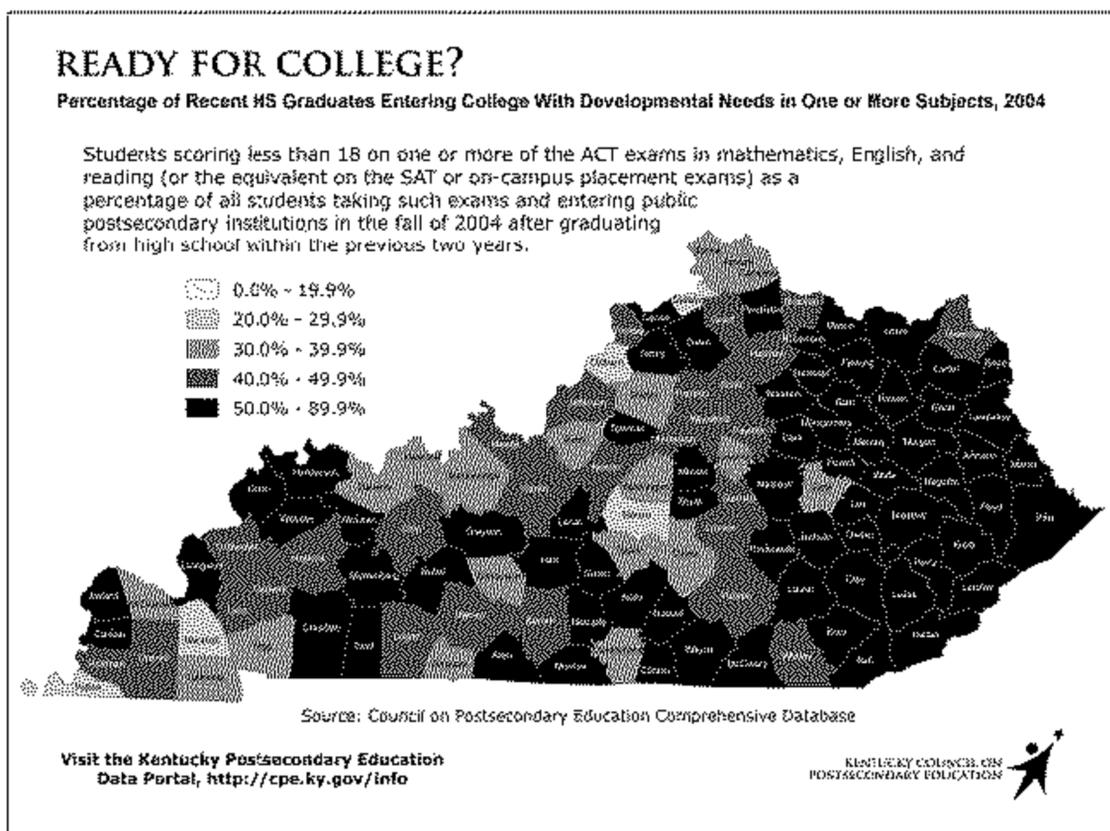
The EPSB was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. Originally under the Kentucky Department of Education, the board became an independent agency on July 1, 2000 and is administratively attached to the Cabinet for Education and Workforce Development. The board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs at colleges, universities, local school districts, and with private contractors; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and new principals; operating the Continuing Education Option for certification renewal and rank change; administering an incentive program for National Board for Professional Teaching Standards certification; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel. The EPSB, appointed by the Governor, is comprised of nine teachers, two school administrators, one representative of local school boards, three representatives of higher education, and two ex officio members – the Commissioner of Education and the President of the Council on Postsecondary Education, or their designees.

The Council on Postsecondary Education (CPE) is Kentucky's coordinating board for postsecondary education. The CPE is charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act 1997 (House Bill I)*. The Council has multiple responsibilities to ensure a well-coordinate and efficient postsecondary and adult education system. Among its many responsibilities for the public postsecondary institutions the Council develops and implements a strategic agenda for postsecondary and adult education including measures of educational attainment, effectiveness and efficiency; produces and submits budget requests for postsecondary education; monitors and approves tuition rates and admissions criteria; approves academic programs; ensures the coordination and connectivity of technology; and collects and distributes comprehensive data about postsecondary education reports. In addition, the CPE also acts as the state's licensure body for private institutions offering bachelor degree programs or above.

Kentucky is unique in the way that it approaches education issues with a high degree of collaboration across the P-20 spectrum. The state's education agencies work together on a wide variety of cross-agency initiatives such as teacher preparation and developmental education. In some states, P-20 systems are being built out of a sense of accountability outside of the education communities. Governors and legislatures are demanding more data and information; therefore, systems are being created in a vacuum from the K-12 and postsecondary sectors. Kentucky's P-20 data system will reflect the interests of all educational agencies and provide state and local policy makers with the necessary information to improve the system.

I – Need for the Project

Like many states, Kentucky attempted to move from an agricultural economy to one based on manufacturing. However, as the overall economy has continued to shift toward knowledge workers, the state continued to fall farther behind the rest of the country. Kentucky is ranked 45th in the nation in terms of family income and 41st in terms of adults with a high school diploma or above. We have the 5th highest rate of children living in poverty and the 6th highest unemployment rate. Nearly half (46 percent) of our high school graduates enter college underprepared in one or more subjects. More than a third (35 percent) are not prepared for college level mathematics. Students with developmental needs are twice as likely to drop out of college as students who were prepared for college level work. We cannot afford to lose these students or the ones that fell between the cracks in high school or who never went to college.



Much work has already been done to understand the impact of doing nothing on the education pipeline. We know that out of every 100 incoming high school freshmen in Kentucky, only 65 will actually graduate and even fewer, 39, will matriculate to college. Of those 39 students who enter college, only 26 will still be there in their sophomore year. Most discouragingly, we also know that only 15 out of

every 100 students who enter high school will succeed in graduating from college. Until the state’s education agencies can share data across agency boundaries comparisons and analysis cannot occur. This makes it difficult, if not impossible, to get to the root of the problems and develop strategies and policies to address solutions and increase student achievement across the educational spectrum so that more of these students can be successful.

In Kentucky, education is viewed as the key for improving the economy and the lives of all Kentuckians. To move ahead, our system of education needs to operate as effectively as possible at all levels. If education is to function as a seamless system, Kentucky must

have a seamless view supported by accurate, timely information that crosses agency boundaries. We simply cannot afford to lose students within our educational agencies or in the cracks between them.

Bridging the Gap for Seamless Data

The agencies participating in this project have developed their own systems and abilities to use data to address these needs more effectively; however, a number of areas of mutual interest exist with no easy way to tie data from one agency to another. Issues such as college readiness, effective P-12 educator preparation, and improving the success of students throughout the P-20 educational pipeline are important to stakeholders at the state, regional, and local levels. Unfortunately, these issues cannot be addressed without a P-20 shared data repository as outlined in this proposal. Other agencies such as the Kentucky Higher Education Assistance Authority and the Department for Workforce Investment will be included in the planning phase of the current initiative to eventually complete the picture of how education impacts economic growth in the Commonwealth as further resources become available.

Though Kentucky has made great strides in creating a student longitudinal database system (SLDS), the data in the SLDS comes mainly from sources within the purview of the KDE. Data from across the various educational agencies (e.g., KDE, CPE, EPSB) remains in separate transactional databases with no common repository. Additional P-12 data needs to be loaded into the Kentucky Instructional Data System (KIDS) and linked to other state agencies. The current KIDS system has the capability of exchanging information between KDE and the local school districts through data which have been loaded into the data warehouse. Kentucky recognizes the benefits of having data that cross all levels of the education process for conducting research to inform decision-making and policy development. Grant funds will be used to design and implement a system that will begin to bring these data sources together. To supplement the proposed project, the agencies will bring in a nationally recognized expert from the P-20 policy research community. This expert will provide feedback and recommendations for navigating various policy concerns to ensure a successful implementation of the project and avoid some of the issues that have prevented or hampered the development of P-20 systems in other states.

Current SLDS Project

Kentucky's SLDS project, also known as the Kentucky Instructional Data System (KIDS) project, is in the final year of a three year IES grant. The initial SLDS project has established an advisory team made up of representatives from the Kentucky Department of Education, schools and districts across the state, the Council on Postsecondary Education and the Education Professional Standards Board to guide the development and deployment of the system. Early in the project, a physical location to house the K-12 system was established. All the necessary hardware and software to run the SLDS has been procured, installed and configured. In the fall of 2006, all K-12

students in Kentucky were assigned a unique student identifier. In 2008, the K-12 student identifier was placed on high school transcripts submitted to colleges and universities. Data from Kentucky's Commonwealth Assessment Testing System (CATS), as well as data from 22 other sources including the student information system, have been loaded into KIDS. A security system has been established and tested to ensure that all confidential data are protected and accessible only to authorized users. Twenty-five reports have been developed and are in the final stages of testing for deployment to users in late 2008. These reports can be tailored to a user's specific needs by selecting a series of prompts. Approximately 40 users from KDE and from pilot districts currently have access to KIDS. This number will be expanded during the current school year.

Data Quality

KDE has implemented procedures and plans to insure high quality data are in the SLDS. Among those procedures are: extract data from sources where data quality procedures exist and are being applied that enable users to believe the data are reliable; and, perform data profiling prior to data being loaded to the SLDS.

The profiling is undertaken to identify: possible inconsistencies, missing data, differences with the data dictionary, deviation from standards, reasonableness, and other technical rules. KDE has undertaken two rounds of data profiling to date and has categorized the quality issues into 3 groups: red - Critical impact, Yellow - Moderate Impact, Green - Minor impact. Overall the data quality has been very good with most issues being in the areas of deviation from the provided data dictionary leading to mapping errors, and missing data.

FERPA Compliance and Data Confidentiality in Existing System

Numerous measures have been put in place to ensure compliance with FERPA requirements and to protect sensitive and confidential data. Those measures include:

- All reports containing sensitive or confidential data are redacted for all users except those with express permission to access student level data. Those users may be: district superintendents, district assessment coordinators, district instructional leaders and principals. Other users may be identified and given authority to view student level data by the school principal or district superintendent. At this time, most of the data loaded comes from KDE's CATS assessment, so selected SEA users responsible for assessment data in the Office of Assessment and Accountability also have access to student level data for verification purposes.
- Users who have been granted student level access are required to sign a notice of confidentiality.
- No users outside the educational environment of the SEA and LEAs have been granted access to the SLDS.

- In future phases, users may be granted access to de-identified data and/or redacted aggregate data.

Reporting Requirements

As of the date of this application, Kentucky has successfully produced three files which can be created from the SLDS for submission to EdFacts: N029, N039, N059. These files will be submitted from KIDS in 2009. In Phase III, N028 will be added. In 2009, student performance files will be evaluated for inclusion in development efforts, specifically: N075 Student performance Math, N077, student performance reading, N079 science, writing, tested/not tested. As a result of including educator certification data in the SLDS, as planned for in this project, reports covering teacher qualifications will be possible including: N061/X061 Teachers New to District This Year, N063/X063 Elementary Classes Taught by Teacher Qualification, N064/X064 Secondary Classes in Core Academic Subjects Taught by Teacher Qualification, N070/X070 Special Education Teachers, N071/X071 Personnel Skilled in Technology.

Data Dictionary and Data Model

Our goal is to make available to a broad spectrum of the education population as much information about K-12 data as possible. KIDS will touch each and every major data source within the K-12 environment and is a tool available to all districts and offices and with ownership by all of the offices within KDE. Consequently, the data dictionary is in a position to provide a broad view to all stakeholders, not just data experts, of the data collected and used, how often it is used and for what purposes. We believe it is integral to data literacy and master data management that all users understand the data available.

The data warehouse for KIDS is based upon the eScholar data model which is a vendor-defined model designed to store data related to the K-12 environment for data warehouses.

Business Rules for Current System

The business rules for the KIDS SLDS have, for the most part, been derived from the source systems that feed the data warehouse. For example, with CATS assessment data there are very specific rules regarding how the data must be displayed. One rule specifies that if there are fewer than 10 students in a particular group, those students may be identifiable, and data about them must be redacted from any reports that will be public. On the other hand, there are no particular rules surrounding the updating of geographic information systems data. In fact, map data about Kentucky's district locations had not been updated in over seven years, which has led to maps in production that do not reflect updated district mergers. In cases such as this, where the KIDS project identifies areas with no existing rules, the evidence and impact are

submitted to the Data Policy Committee (DPC) (as referenced later in this document) along with formal recommendations.

Interventions in Low Performing Schools and Districts

Kentucky lacks current research and analysis on several indicators of student learning such as how well they are prepared for college, P-12 educator quality and the quality of Kentucky's educator preparation programs. The proposed project will provide the mechanism whereby policy-makers and researchers can link P-12 students to educators and consequently educator preparation programs as well as compare the regional effects of education at the P-12 and postsecondary levels.

Kentucky boasts many high performing schools where children have reached proficiency. In contrast, there are other schools that are chronically low-performing and significantly below state proficiency levels with their student populations, especially at the high school level. Thus in January 2008, the Commissioner of Education convened the Blue Ribbon Panel on Interventions in Low Performing Schools and Districts. This group represented stakeholder groups across the Commonwealth and included local school leaders, universities, business organizations, education organizations and others. The panel was charged with determining the best possible strategies for intervention and to make recommendations based on their findings. The resulting systemic model of intervention places schools in three categories: urgent intervention, intense focused intervention, and early intervention. A cross-agency work group has begun the process of categorizing schools and planning the next steps based on a review of data.

Determination of which schools fall into each category, and which resources to target to those schools, relies heavily on data from several sources, much of which is still not consolidated into a P-20 data system. We know that the single biggest predictor of post-high school success is the quality and intensity of the high school curriculum. Unless we can track our high school students through their postsecondary experiences and make connections between their high school experience and their college matriculation, remediation courses, and graduation, we cannot make informed decisions or change policy that will improve our high schools and prepare more students for postsecondary education. We know that good teachers matter but in many instances the lowest performing students are taught by the least experienced and least prepared teachers. Nearly 100% of Kentucky's teachers are considered "highly qualified" by the federal definition – but Kentucky understands that this does not translate to "highly effective". There is a need to link educator preparation programs to teachers in the classrooms. Linking teacher preparation programs to pre-service programs will ensure all children are taught by highly effective educators regardless of where they live.

KEN P-20 Data Warehouse Work Group

The Kentucky Education Network (KEN) is composed of the leaders from the various education agencies and for the first time in the state's history they made a joint request for funds from the General Assembly in 2006 to expand the broadband infrastructure that serves colleges, K-12 schools, and other education providers to allow for better use of technology to support teaching, learning, and administration. Although funds were not allocated, one of the outcomes of this collaboration was the identification of a need for P-20 applications. The P-20 Data Warehouse Work Group was established with membership from all areas of the educational spectrum and charged with discussing and addressing issues to educate the state leadership about the needs for a P-20 data system and identify preliminary barriers and issues that need to be addressed as we plan to implement a system. Some of the issues that were addressed included the need for an identification number to cross the K-12 and postsecondary levels, locating funding sources for such a system, and ensuring data confidentiality and individual privacy. Through some of their meetings, KDE and CPE were able to overcome the identifier issue by having the K-12 SSID printed uniformly on all high school transcripts where they are collected during the college admissions process and the de-identified data model was developed in response to various concerns about confidentiality. This group is also responsible for encouraging the state's leaders to pursue this grant application.

Value Added Analysis Initiative

"Value-added analysis" (VAA) is a phrase typically used to describe a class of statistical methodologies that enable researchers to measure the increase in subject matter knowledge of students generated while they are under the instructional supervision of an individual teacher. As in many other states, policymakers in Kentucky have been intrigued about the possibilities of using value-added analysis (VAA) of test results for deciphering the impact of teaching on student learning, through techniques similar to those pioneered in Tennessee by William Sanders. The CPE and EPSB have been particularly interested in whether VAA can be employed in Kentucky to help gauge the effectiveness of teacher preparation programs on the skills and knowledge of their graduates. In 2006, the University of Kentucky's College of Education spearheaded a project to review possible uses of VAA in the Commonwealth and formed the Value Added Advisory Committee. Several leading national figures in VAA from around the country were asked to serve as consultants to the project. The VAA project culminated in a conference in of 2007. This conference was attended by representatives from the higher education and policy communities. At that time the national consultants presented their recommendations concerning the ability to use VAA in Kentucky. The general consensus was that Kentucky should experiment with several VAA techniques over the coming years, but avoid attempting to use VAA in any high stake assessment plans. The College of Education at the University of Kentucky compiled the suggestions of these consultants and the VA Advisory Committee into a report. In this report, it

was noted that Kentucky's current education data infrastructure renders VAA a time consuming and expensive task. It also stated that, "in order to move forward to conduct the necessary VAA research as recommended by both state and national consultants, a P-20 data warehouse needs to be implemented." Specifically the links between teacher data (e.g., preparation, certification, and professional development) and P-12 student data (e.g., student achievement data) need to be made. The proposed project will provide the infrastructure to make these so that a variety of VAA methodologies could be researched.

The collaborative efforts of the VAA initiative in conjunction with those of the KEN workgroup have paved the way for the project identified in this proposal. Without a P-20 system, it will be extremely difficult, if not impossible, to perform VAA in Kentucky. The KEN workgroup has provided a statewide forum to address difficult and often times contentious issues associated with developing a system controlled jointly by different state agencies.

Education Leadership Redesign Task Force

Many collaborative efforts have taken place in Kentucky in order to address the need for high quality P-12 educators. For example in 2006 Kentucky General Assembly passed House Joint Resolution 14 (HJR14) which instructed the executive director of the Education Professional Standards Board (EPSB), in cooperation with the president of Council on Postsecondary Education (CPE) and the Commissioner of Education, to convene a task force to present recommendations on the redesign of Kentucky's system for preparing and supporting principals. In August of 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year. On November 5, 2007 the task force presented its recommendations to the Interim Joint Committee on Education. The amendments to 16 KAR 3:050 have been vetted by education administration faculty, an external consultant from the Southern Regional Education Board (SREB), professional organizations representing Kentucky schools and administrators, consultants from the Kentucky Department of Education staff, staff from the Council on Postsecondary Education, and practicing school and district administrators. The proposed changes to 16 KAR 3:050 are designed to ensure that every public school in Kentucky is led by a highly effective school leader. The ELR task force initiative is an excellent example of how effective Kentucky education agencies and policy makers are at working together to reach decisions and make new education policies. However, no matter how willing to work together the policy makers and agencies are, an important piece of the puzzle is often missing. In this example, some data linkages that currently do not exist will need to be made in order to demonstrate that every public school is led by a highly effective school leader. Links between school level effectiveness data, classroom achievement data, and data about the school leadership must be made. Other information (e.g., facilities data), on the conditions in

schools will also need to be considered. The project outlined in this proposal will provide many of these linkages.

Another important issue in Kentucky that needs to be addressed is teacher retention. There is research¹ to suggest that facility quality is an important predictor of the decision of teachers to leave their current position. The proposed project will allow researchers to examine retention rates of Kentucky teachers and compare those rates to the KY facilities data to get a clearer picture of the effect the facilities have on retention in Kentucky. Similar studies² have been done in other areas of the country, but Kentucky cannot do a state-wide review of the retention and attrition issues without connecting teacher data to student achievement and facilities data. The proposed project will allow researchers and policy makers to have this information.

Need for Expanded Policy Research

While the immediate needs for sharing data to perform operations is critical. However, providing the capability over the long term to evaluate and inform policy will have a much greater impact on the Commonwealth. Statewide policies can be enhanced to provide better support for education. Schools and districts in Kentucky have a great level of autonomy as part of the Kentucky Education Reform Act (KERA). Thus, new initiatives are often implemented at the local level. A P-20 system will allow the state to evaluate the impact of many different efforts occurring simultaneously and provide feedback to local districts and policy leaders about how well they perform in relation to one another. This will help identify best practices for improving education that could be implemented in other schools and districts. This is similar in effect to operating several different pilot projects simultaneously. One element of Kentucky's P-20 initiative is the development of a policy research data capability to support policy research as well as leverage the expertise of the state's academic researchers on policy issues.

For over 30 years, postsecondary education has collected student unit record data at the college level and utilized it to support decision-making. One of the more comprehensive data systems in the country, the Kentucky Postsecondary Education Data System (KPEDS) includes semester level student unit records of enrollments, course enrollments, course grades, degrees and completions, retention, persistence, transfer, financial aid, distance learning, and physical facilities. It is one of the few systems in the country that includes information from independent institutions as well as public colleges and universities. From an institution level, the system also includes financial information, crime statistics, and additional facilities data from each of Kentucky's public colleges and universities. However, these data are not currently available in a shared repository.

¹ <http://www.edfacilities.org/pubs/teacherretention.cfm>

² Boyd, Donald, Pam Grossman, Hamilton Lankford, Susanna Loeb, and James Wyckoff "Who Leaves? Teacher Attrition and Student Achievement" NBER Working Paper No. 14022 May 2008

Kentucky Adult Education is housed within the CPE. Adult education providers throughout the state enter student unit record information into the Adult Education Reporting Information Network (AERIN), a transactional information system that would be linked to the P-21 data system under this proposal. This database includes student enrollment information, exam and subtest scores, and GED completion information. This data also resides in isolation and cannot be accessed through a shared repository.

II - Objectives for the Proposed System

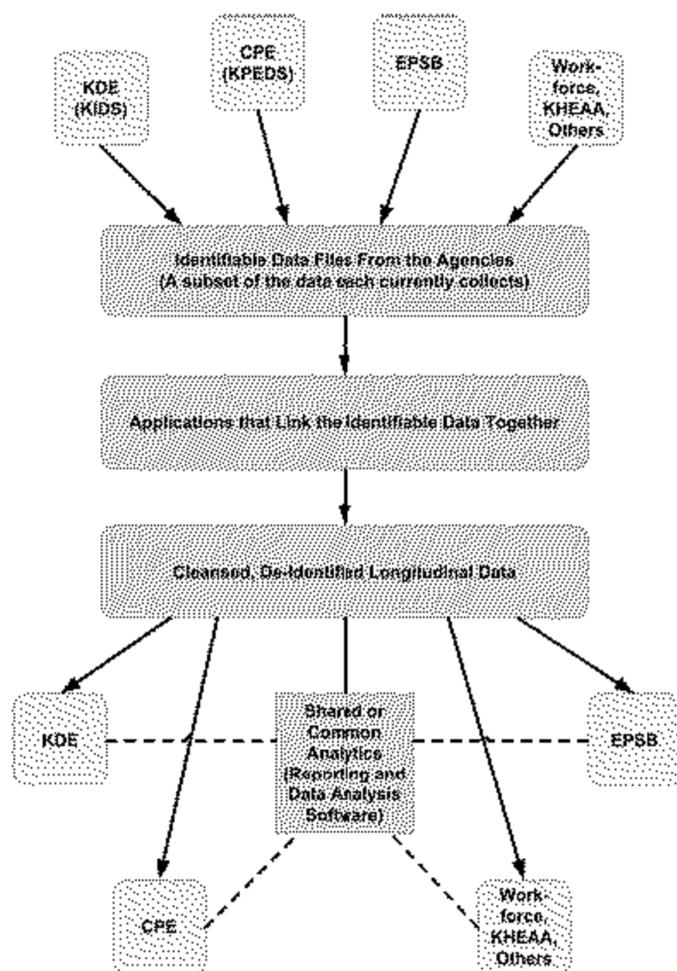
The proposed P-20 system will provide unprecedented data about the outcomes of changes made within the education system. It will provide a mechanism to identify where there are gaps in the curriculum alignment between secondary, postsecondary, and even graduate study. This system will be the single best source of measuring the effects of changes in Kentucky's educational environment. The proposed system will allow educational leadership and policy-makers across the Commonwealth to make decisions based on quality data and statistical analysis.

This proposal lays out 8 major objectives based on the mutual data needs of the three principle agencies. By phase 3 of the project, appropriate reports and analytical research will be in place to meet the following objectives:

1. To provide research in order to better understand the educational pipeline that encompasses pre-school through high school by accessing the shared data discussed in this proposal. Through this research decision makers will be able to monitor student progress and address learning gaps at each level of the education. This research will also guide local and state educational leaders in effectively allocating resources to target the specific needs of individual schools and districts.
2. To measure P-12 educator quality by examining the link between educator preparation programs and P-12 student achievement to provide an unparalleled amount of information back to the state's educator preparation programs for use in their own planning and review processes.
3. To determine whether course taking patterns make a difference in producing effective P-12 educators. The ensuing research will be used to inform educator preparation programs as well as decision makers concerning the quality of P-12 educator preparation.
4. To evaluate educator retention patterns within the state. This research will provide decision and policy makers with key information in order to determine whether retention rates vary based on a variety of variables including preparation programs, regions, certification areas, grade ranges, P-12 facilities and student populations.

5. To evaluate P-12 environmental factors, assessments, and course taking patterns as predictors of postsecondary success, including college readiness and transition to the 21 century workforce. These evaluations will ensure that earlier interventions are put into place and that appropriate assistance is provided to students in order to guarantee success.
6. To assess the effect of current interventions in K-12 low-performing schools. The cross-agency committee charged with turning around the state's lowest performing schools and districts will utilize this information in determining the most effective course of action to raise student achievement in these schools.
7. To expand the information that is provided back to schools about the outcomes of their former students. This could expand upon ideas such as the Kentucky High School Feedback Report to provide more information about the success of their students in college and perhaps incorporate some state level workforce statistics and some other data provided from other state agency data sources.
8. To increase accessibility to P-20 education data in order to facilitate current and future educational research, analysis, and policy development for policy makers as well as providing de-identified data to leverage the state's education research community to provide meaningful information and leverage external researchers assistance with specific issues.

III - Project Design



Project Management Methodology
The Commonwealth understands, will plan for, and is committed to the development of shared repositories across the KDE, CPE, and EPSB. The complexities and communication needs of this cross-agency project will require effective utilization of best project management practices and approaches. Processes for risk management, communications, costs management, human resources, time management and scope management will be included in the project. Kentucky has taken the initiative to leverage its experience on other projects (including KIDS) to detail the project management, staffing, and support plans that will

help ensure the project meets expectations. An inventory of project planning documents will be developed and agreed to by the agencies. Additionally, specific roles and responsibilities, and a clearly defined and agreed upon governance structure will be required for success and will be developed as part of the project. Details on the SEA entities that will have authority for the project are outlined in Governance.

.
De-identification Data Model

To be effective and provide more utility than agencies currently possess with their discrete systems the P-20 data system proposed must connect information from many sources. One of the greatest barriers to state or national-level databases has historically been concerned about access to data that compromises individual privacy. A data model will be utilized within the data system to maximize participation from data providers ensuring that de-identifiable and identifiable data will be used appropriately in according with the governance structure as outlined below. Each agency interprets FERPA and other confidentiality laws differently. In order to accommodate these different interpretations as well as ease any concerns about allowing other agencies or researchers to have access to an agency's identifiable data, we will adopt a de-identification model that was developed by the KEN P-20 Data Warehouse Work Group. This model was the result of two years of discussions among key staff from the three partner agencies as well as several other potential partners. Maintaining confidentiality of the data is an issue that concerns the state's political leadership as well as teachers and other education professionals. The agencies share a common interpretation that de-identified data are not considered confidential and therefore are safe to utilize and share provided that all identifying fields such as name or identification number are removed and that the data are redacted to a point making it very difficult to identify an individual based on a combination of variables.

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

In addition to the above data model, as an added precaution, the three agency partners will develop and implement agreements outlining any additional rules for who has access to the data and how it may be used.

Project Outline

The project proposed is divided into three phases, each of which corresponds to a budget year.

Phase I: Planning (12 months)

- The Project Team will conduct critical initial planning activities including:
 - Contract with an outside third party vendor(s) to design and implement the expanded infrastructure to support the repository. The vendor will work with the three partners to review the questions surrounding the development of a data warehouse for decision-making, policy and research purposes and make recommendations for system and business intelligence functionality.
 - Collaborate to analyze and profile data specific to the project objectives. Profiling will follow industry best practice and the model adopted by the Kentucky SLDS by looking for inconsistencies across data domains, missing data, differences with the data definitions, deviation from standards, reasonableness, and other technical rules. The selected third party vendor(s) will ensure thorough profiling and quality analysis procedures are conducted.
 - Examine legal and policy issues surrounding data matches and develop cross agency agreements governing data access issues to ensure compliance with FERPA as well as any other state and federal requirements.

- The KDE will expand the P-12 SLDS warehouse including data sources, reports and tools for analysis for:
 - Career and Technical Education data
 - Pre-school data
 - Individual Learning Plan (ILP) data
 - Limited English Proficiency data
 - Facilities data

Phase II: Data Integration and Reporting (12 months)

- Merge data collected by the education agencies with P-12 data to generate a more holistic snapshot of education including:
 - Pre-service educator preparation data
 - P-12 Educator Certification data
 - Post secondary enrollment and course taking data
 - Adult education data including, but not limited to, program enrollment and GED data

Phase III: Reporting and Analytics – putting tools in the hands of the users

Early in Phase III an interface and process for external and agency researchers to access the data for analysis purposes and to extract information that can be used in studies and to create reports on P-20 related issues will be developed. The analytic tools will include software to facilitate the development of reports that can be used to inform policy leaders as well as to provide feedback to schools, districts, and postsecondary institutions. Access to de-identified data will be provided to authorized users within the P-20 educational system to conduct research and analysis on urgent and emerging issues. Resulting reports will be shared with policy-makers to support programs identified as necessary to achieve the eight goals outlined in section II of this narrative.

In Phase III business intelligence tools will be used to build prompted reports and analytic capabilities to enable decision-makers and policy researchers to quickly access important data in order to inform their work.

Phase III will also see a roll out to the users of the capabilities built into the system in Phases I and II and will provide training to users.

Governance

If the grant proposal is funded, the three agencies will collaborate to write a memorandum of agreement (MOA) to create a governance board for this project. This board will be charged with pursuing the creation of data systems that will support the development of policies to improve the quality of education in the Commonwealth.

The three agency heads (Jon Draud, Richard Crofts, and Phillip Rogers) will form the governance board and will make all decisions on behalf of the group by unanimous vote. Under this order, the individual agencies will continue to control their own systems, data, and resources. The board will have final authority in decisions regarding operation of the project, expenditures, contracts, and access. They will establish clear agency wide and cross-agency responsibilities and guidelines for handling data issues in an effective way to manage the quality of information. Roles and responsibilities within each agency will be clearly defined as part of the data governance MOA. The board recognizes that it is essential to create and communicate policies and processes that define how the data are collected, reported and used to establish consistency across the system.

The governance board will be supported in technical matters by the P-20 Project Management Team which will effectively manage the agency issues related to the day to day operations of the system. The Project Management Team will be composed of a member from each of the three agencies to include Robert Hackworth from KDE, Charles McGrew from CPE, and Melissa Miracle from EPSB as well as the project's Program Manager.

The board will receive input from an advisory board chaired by the state's Secretary of Education and including the following members:

- Secretary of the Education and Workforce Development Cabinet,
- Executive Director, Kentucky Higher Education Assistance Authority
- Executive Director, Long Term Policy Research Center
- Executive Director, Office of Education Accountability
- Commissioner, Commonwealth Office of Technology
- Executive Director, Kentucky Chamber of Commerce
- Chair, State P-16 Council

This group represents policy makers and stakeholders throughout the Commonwealth on issues related to education including workforce, financial aid, technology, employers and our legislative research offices. The advisory board shall meet no less than twice annually at the call of the chairman where they will provide feedback and recommendations to the governance board.

IV - Institutional Support and Sustainability

The Current SLDS System

Over the past three years Kentucky has been developing its statewide longitudinal data system, the Kentucky Instructional Data System (KIDS), with funds awarded by IES to KDE in 2005. To date KIDS has developed and made available 25 sets of reports and analytic functions designed to help educators make decisions to determine the interventions needed for each student to successfully approach the next level of learning.

Data captured in the system to date includes: individual student assessment results from the Commonwealth Accountability Testing System (CATS) for 2004-05, 2005-06, 2006-07, and 2007-08 including information on demographic characteristics (FRL, disability, ethnicity, ELL, gender, age); school and district location and identification information; GIS location of districts for mapping capabilities; membership in education cooperatives; audited financial statement data; state funding data (SEEK); Staff seniority and rank information; staff school assignment information; and staff compensation information

Data to be captured in Phase III of the current SLDS project include: scholastic audit and review results; more detailed student information including course enrollments, grades, special education programs, discipline data, and attendance; and ACT and Advanced Placement results.

In order to ensure educators receive a quality product that meets their needs, the KIDS project relies heavily upon the KIDS Advisory Team (KAT) The KAT participates in needs definition, solution conception, and detailed requirements/joint application development. The KAT team is made up of a wide swath of K12 educators from all levels across the state.

In tandem with the KIDS project, the KDE has instituted a cross agency Data Policy Committee (DPC), chaired by Deputy Commissioner Elaine Farris, whose purpose is to define the policies for collecting and using K-12 education data, and the adoption of common definitions, standards, processes, practices and products related to data quality, governance and analysis. The objectives of the committee include: to ensure fidelity of the data dictionary; to ensure that data are corrected at the lowest level; to implement data training with the same voice at KDE and districts; to adopt an enterprise data dictionary; to propose policies for the collection of data; to implement a data collection and data reporting calendar accessible to KDE, schools and districts; and to eliminate redundant collections of data and define differences of data. The DPC also works to leverage the power of KIDS to monitor data collections and advise the KIDS team as to what data collections to plan for incorporation into KIDS.

In addition, the agency established a hosting arrangement for the KIDS project that is a first of its kind in the state of Kentucky in which the application operates on Kentucky's education network but is housed outside of KDE. This effort included the development of a Memorandum of Agreement and billing procedures between state agencies for provision of physical hosting, server support, and backup services. This arrangement serves as a successful model for the infrastructure that is intended to be one of the outcomes of the P-20 Data Warehouse project.

Kentucky's SLDS, KIDS, is still a project at this time, and its current governance structure reflects this status. Deputy Commissioner Elaine Farris is the Executive Sponsor of the SLDS KIDS project and also sponsors the KIDS Steering Committee. The Steering Committee supports, advises and helps guide the project; ensures that project goals, objectives, and requirements are consistent with the agency's strategic initiatives; brings support and buy-in for the implementation and sustainability of the application and associated business process changes; and, minimizes risks that threaten to compromise project success. Membership includes:

Deputy Commissioner Elaine Farris

Associate Commissioner David Couch, Office of Education Technology, Committee Chair

Associate Commissioner Jamie Spugnardi, Office of Teaching and Learning

Associate Commissioner Petie Day, Office of Internal Administrative Support

Associate Commissioner Ken Draut, Office of Assessment and Accountability

Associate Commissioner Larry Stinson, Office of District Support Services
Associate Commissioner Sally Sugg, Office of leadership and School Improvement
KIDS Product Manager Robert Hackworth

KDE is in the process of transitioning to a new student information system. Prior to acquiring the new system, the state was only able to tap into a limited amount of student data. The new system provides access to a larger scope of information from all districts. This information is in the process of being collected in the KIDS data warehouse. The state is supporting this new system with a \$7 million a year commitment and this data will be shared in the P-20 expanded system proposed in this grant.

As of the 2006-2007 school year middle and high school students in Kentucky schools had a new online education planning tool at their fingertips. The new web-enabled Individual Learning Plan (ILP) helps secondary students (grades 6-12) better focus their coursework on individual goals as they prepare for postsecondary studies and careers. The ILP helps parents and teachers provide every graduate with an informed plan for transitioning to the next level of learning and ready to perform at a high level in a chosen career field. The ILP gives new relevance to what students learn in the classroom and provide more connectedness to the world that awaits them.

Other Institutional Support

The agencies have developed their own robust information systems and staff to provide data to meet their own individual needs. As the need to share data has increased, they have already absorbed some of these responsibilities and have dedicated staff time and technical resources in attempts to provide cross-agency data where needed. These efforts are both time and resource intensive. Examples include the Kentucky High School Feedback Report, follow-up data for college-going rates for high school students, and workforce transition data for high school graduates, GED, postsecondary completers and educator preparation and certification data. By providing more information in a systematic, usable format, these agency resources will be dedicated to using the P-20 Data Warehouse so existing agency analytical resources including staff, licenses, and information systems will be leveraged and these existing investments can be directed toward using the P-20 system more effectively.

Education Professional Standards Board

Prior to 2000, the EPSB stored certification data using a mainframe system and used spreadsheets to collect the educator preparation program candidate data required to complete the Federal Title II Report. Beginning in 2000, the EPSB initiated the development and implementation of a more effective data collection system. Aside from a need to store data more effectively, the agency realized that the state would eventually develop a shared education data system and in order to be a partner in that

system, the agency would need a more efficient data management system. In late 2000, the EPSB began the development of a transactional data system. This system is currently used to collect and manage the data required to meet the agency's mission/goals and to satisfy state and federal regulations. The EPSB has established the over 10 applications to manage and report data pertaining to its mission with the most recent application currently being completed.

As evidenced by the development of new applications, the EPSB continues to show its commitment to sustaining ongoing technology initiatives. In fact, the development and sustainment of the EPSB IT infrastructure comprises 21% of the agency's general fund budget. In addition, the agency continues to support and sustain state-wide projects in order to improve the quality of Kentucky's P-12 educators. The evaluation of P-12 educator quality and the quality of educator preparation programs is a difficult process. Kentucky has been very successful in initiating and maintaining the relationships necessary to make progress in these areas. Several of those initiatives are detailed below.

In 2003, the Education Professional Standards Board was awarded an 11 million dollar Teacher Quality Enhancement Grant (TQEG). A major component of this grant involved evaluating and revising the new teacher induction process, Kentucky Teacher Intern Program (KTIP). In addition, the grant supported a state-wide initiative to align educator preparation curriculum to Kentucky's K-12 core content and program of studies. As a part of the grant, the EPSB brought together members of the educator preparation community from across the state to discuss technology issues and solutions in order to improve the quality of educator preparation programs. This collaborative group is known as the Kentucky Information Technology in Educator Preparation (K-ITEP) group. One of the most successful K-ITEP initiatives was the development and implementation of a bi-directional data sharing project between the EPSB and 3 university partners. Since 2006, the initiatives funded by this grant have continued to be supported and sustained. In 2008, the changes to KTIP initiated by the TQEG were implemented state-wide. The data collection systems developed and implemented through the grant are still in place and are supported by the technology budget and will become part of the linked P-20 data system. K-ITEP is supported by the Division of Educator Preparation and currently, all of Kentucky's public universities and most of the independent institutions participate as regular members of K-ITEP. In addition, Dr. Melissa Miracle, the technology strand coordinator of the TQEG, was retained as a part-time contractor and continues to work with the agency on technology, research, and policy initiatives.

For several years, the EPSB has discussed the level of accountability for educator preparation programs to assist P-12 educators in helping their students reach proficiency by year 2014. In September 2005, the EPSB appointed the Master's Redesign

Committee to develop recommendations resulting in the redesign and approval of advanced rank change programs that integrate job-embedded content through collaboration with P-12 school districts and arts and science faculty. All facets of the Master's Redesign have been completed and the first redesigned program was presented to the EPSB for review in August 2008. The curriculum associated with this redesign will be specifically tailored for each individual in the program. In order to monitor and measure the successes of these programs, data analysis and research projects will need to be implemented and a repository of data to facilitate this process will need to be in place. This initiative is just another example of how the EPSB recognizes the need for a P-20 warehouse and how committed the agency will continue to be in the support and sustainment of the project detailed in this proposal.

One of the main objectives of Kentucky's proposal is to create the necessary data linkages between postsecondary education data (e.g., courses taken by pre-service and in-service educators) and P-12 educator data (e.g., preparation, certification, and teaching assignments). The need for this linkage was clearly seen when the EPSB initiated a small scale transcript analysis study in order to analyze the mathematics course taking patterns of elementary teachers in Kentucky. The results of the study suggested that there was a lack of math content knowledge in the elementary teachers who were included in the study. This prompted the EPSB to appoint a Mathematics Task Force (MTF) in the fall of 2007 to review the depth of knowledge problem and to recommend a solution(s). The MTF successfully identified the issues related to the preparation of elementary teachers to teach mathematics and recommended the establishment of a mathematics endorsement. Regrettably, this project required the researcher to manually transcribe data into an electronic format for analysis which was a time-consuming and expensive process. Once the data linkages have been made as outlined in this proposal, studies such as this can be continued and expanded and new pre-service requirements can be approved and implemented. The outcome will be improved teacher effectiveness in the classroom.

Another initiative that the EPSB implemented on the basis of data collection and analysis was the KEPP report card. Since 2001, the EPSB has published the Kentucky Educator Preparation Programs (KEPP) report card. The KEPP report card was generated in order to address the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements. Until recently, the KEPP report card system had been successful in focusing program resources on goals established by EPSB and other regulatory bodies, but the measures were due for revision. In May 2007, the EPSB appointed the Educator Preparation Program Quality Measurement Committee (EPPQMC) to examine the existing program quality measures used by the EPSB and to recommend improved measures where needed. In June of 2007, this committee recommended that the current accountability measurement

requirements be waived until more comprehensive and effective measures could be developed. The recommendation was accepted by the EPSB, and the measurement requirements were waived. The EPPQM committee submitted a final recommendation to the EPSB for consideration in January 2008. Several of the educator preparation quality measures proposed in this recommendation will require that P-12 educator information (e.g., preparation, certification, (e.g., preparation, certification, professional development, and additional education) be directly associated with student level achievement data and school level personnel data. The P-20 data warehouse project will enable these measures to be implemented in a timely and cost-effective manner. In addition, the data sharing initiative begun by this project will facilitate many of the new Title II data reporting requirements implemented by the 2008 HEA reauthorization. The EPSB is committed to support and sustain the warehouse initiative because the warehouse will provide the Board with the information it needs to make effective policy and regulatory decisions.

Postsecondary – P-20 Projects

Despite a lack of a systematic P-20 data system to support cross-agency policies, the Commonwealth has invested significant resources and time into a number of P-20 projects including:

Kentucky Developmental Education Taskforce

This group is composed of institutional leaders, CPE council members, state legislators, education preparation programs, the Commissioner of Education, and various staff from KDE and CPE. It spent an intensive amount of time studying issues surrounding college readiness and the impact of developmental education on students. They produced a final report from their study in 2007 with a number of cross-agency recommendations.

Kentucky High School Feedback Report

The CPE currently coordinates this effort with information from the partner agencies and other sources to provide what is considered by many to be the country's most comprehensive report of college performance back to individual public and private high schools and districts. The project itself requires literally thousands of staff hours to complete as well as a variety of agency staff members' time to present the findings across the Commonwealth and in national settings. The P-20 data warehouse will reduce the amount of time needed to complete these reports.

GearUp Kentucky

The CPE manages the state's largest GearUp grant program. In order to provide adequate program review processes and respond to federal reporting requirements, the CPE's information unit and the KDE Office of Assessment work collaboratively to share student assessment results to compare GearUP schools to similar non-GearUP schools

to evaluate the positive effect that the program has in the short term on assessment scores and early indicators of college readiness. Currently, this is a very people-intensive process with a considerable amount of time spent on data quality issues. While we currently support this type of collaboration, a better system with better data would allow the staff to spend more time working on useful analytics to improve the program instead of spending so much time simply bridging the data across the agencies and cleaning it up.

Workforce and Economic Development Connection

The Kentucky Adult Education and the Office of Employment and Training joined forces to sponsor a demand driven technology solution, e3.ky.gov that integrates Kentucky's education, employment and economic development data. Funded through state and federal dollars e3.ky.gov is a unique, multi-agency collaboration that showcases the Commonwealth's educational achievements and human capital, provides labor-market information, and opens a job-posting resume-search portal to employers, human resource specialists, and job-placement professionals at no charge. The system leverages Kentucky's investment in existing technology and resources. There exist several ways in which the data assimilated through the expanded warehouse system proposed in this application can be used to create public reports available through the education component of e3.ky.gov which will be of increased importance to the economic development of the Commonwealth.

Overall, Kentucky has shown a strong commitment to data collection and continues to support and advocate for data driven decision making. The state has consistently worked to improve efficiency and quality of its technology infrastructure and has invested an additional \$54 million to improve security, the network and network access over the past two years. In 2006, \$50 million in bond funds were appropriated by the General Assembly for an education technology pool with the intent to provide modern instructional devices, stationary or mobile for public K-12 schools. Strategically, this proposed project will achieve objectives identified in the Kentucky Education Technology System (KETS) Master Plan, as it will address issues such as technological equity, standards-based planning and accountability.

KDE utilizes the Commonwealth Office of Technology services for support, backup, disaster recovery, etc. for the statewide longitudinal data system.

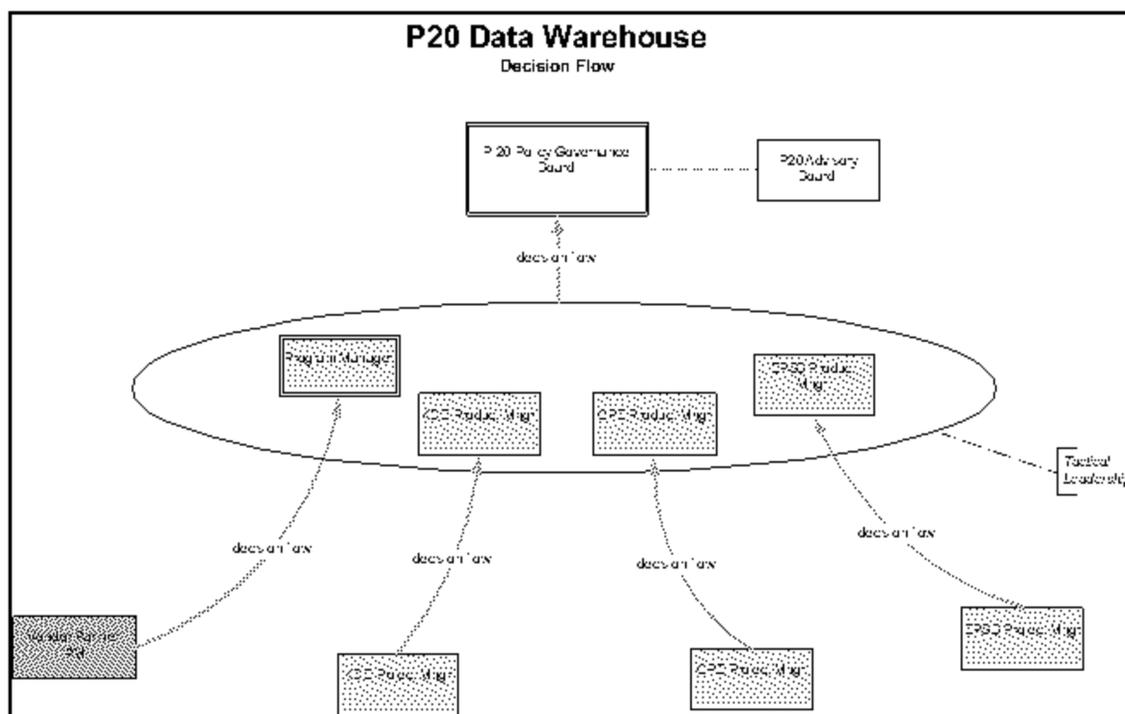
V – Project Management Plan

The P-20 Data Warehouse project will be jointly managed between the KDE, CPE, and EPSB. In order to carry out this vision, a Product Manager from each of the agencies will serve as owners and leaders of the non-IT aspects of the project, and will serve as the primary spokespeople and communicators for the P-20 project vision from the respective agencies.

Day to day management and coordination of the project will be the responsibility of a full time Program Manager that will report to an entity outside of the KDE, CPE, and EPSB. The Program Manager's responsibilities will include overseeing and helping to ensure that the overall project and project activities required to be completed by the vendor and agency project personnel, are completed on time within budget and adhere to high quality standards that meet the Commonwealth's expectations. The Program Manager will work jointly with the agency Product Managers to resolve project issues and decisions. Project issues and decisions that cannot be resolved by the Product Managers will be taken to the P-20 Research Collaborative governing council for resolution.

The technical infrastructure will be housed and managed by the COT. The software aspects of the application, including but not limited to the shared repository database work and business intelligence reports and analytical cube development will be the responsibility of the 3rd party vendor(s). After the completion of the project, it is the intention of the Commonwealth that infrastructure management and hosting will continue to be the responsibility of COT, and that the application management of the solution will be shifted to an entity within State government outside of the three agencies, possibly either COT or the Ed Cabinet.

The P-20 data warehouse governance board will have final sign-off on strategies, budgets, and deliverables. The tactical leaders on the project comprised of the Program Manager and the Product Managers from the three agencies will report to this board. The Program Manager and the three Product Managers will be responsible for the details of the project so as to effectively deal with issues and decisions as they arise throughout the project. Issues that cannot be resolved by the tactical leadership group will be escalated to the governance board for resolution.



Model decision flow chart for the P-20 data warehouse proposed.

VI - Project Personnel and Resources

Kentucky Department of Education Deputy Commissioner, Elaine Farris, will serve as the Project Director for this initiative. As Deputy Commissioner for the Bureau of Learning and Results Services she is responsible for leading

major projects within the agency related to school improvement, teaching and learning, teacher quality, and special instructional services. Ms. Farris co-chairs the agency's Data Policy Committee and directs the cross-agency team charged with analyzing the effects of interventions in schools not meeting proficiency. She is a member of the KIDS steering committee and oversees major projects in the office of assessment and accountability. She is a non-voting member of the state P-16 council.

Robert Hackworth currently serves as the product manager for the IES SLDS project in Kentucky and will serve as the interim Project Manager for the P-20 data project. He is a Project Manager and specialist with the Kentucky Department of Education. He has worked with the KDE for over 14 years and has played an integral role managing or advising projects which have gone on to become national models for student empowerment and achievement, such as the Kentucky Virtual High School, the first statewide online high school; the Individual Learning Plan, an online tool that allows students beginning in their 6th grade to track their own progress towards explicit goals in secondary, postsecondary and the workforce; and an online version of the Kentucky Core Content Test that specifically engages Exceptional Children. Robert frequently presents and provides guidance to state and national organizations such as the Kentucky Association of School Administrators, Kentucky Association of School Superintendents, and the National Forum of Education Statistics. Robert is expected to lead the team from KDE in the selection of vendors and personnel selected for this project.

Dr. Melissa Miracle is a program and technology consultant in the Division of Educator Preparation (DEP) at the Education Professional Standards Board (EPSB). Dr. Miracle has worked with the EPSB for over seven years. She is currently responsible for a variety of technical and policy related projects within the agency including completing the Federal Title II Report, serving as chairperson on the Educator Preparation Program Quality Measurement (EPPQM) Committee, and managing all data related projects for the DEP. In addition, Dr. Miracle is responsible for writing grants, conducting research, and performing analysis for the DEP and the agency at the request of the division director and/or the executive director of the EPSB. Dr. Miracle has presented her work at numerous state and national education meetings and conferences, including the American Association of Colleges of Teacher Education (AACTE), the Kentucky Association of Colleges of Teacher Education (KACTE), Kentucky Council on Postsecondary Education Teacher Quality Summit, National Association of State Directors of Teacher Education and Certification (NASDTEC), and American Association of Collegiate Registrars and Admissions Officers (AACRAO). She is a member of the Value Added Advisory Committee and the KIDS Grant Advisory Committee.

Dr. Miracle began her work with the EPSB in 2001 as part of the team that developed and implemented many of the agency's transactional data systems. In 2002, the EPSB

was awarded an \$11 million Teacher Quality Enhancement Grant (TQEG), and Dr. Miracle served as the technology strand coordinator of the TQEG until its completion in 2006. In that capacity, Dr. Miracle founded and continues to chair the Kentucky Information Technology in Educator Preparation (K-ITEP) Group. She also initiated a collaborative project with several colleges of education to develop an electronic transcript-like reporting system (bi-directional XML transfer project) to share data between the colleges and the EPSB. After the completion of the TQEG, Dr. Miracle was awarded a personal service contract to continue to work with the EPSB until July 2008. In July 2008, the EPSB renewed Dr. Miracle's contract for 2 more years with an option to extend for an additional 2 years. The current contract allows for Dr. Miracle to work 120 days/year.

Charles McGrew has been the director of information and research for the Kentucky Council on Postsecondary Education since 2005. He has worked in educational research for seventeen years in five states. He has a master's degree in sociology and his first PhD is expected to be conferred in 2009 in Educational Policy Studies and Evaluation. He is also pursuing a second PhD in sociology. He heads the state's largest agency level education policy research group and has chaired the KEN P-20 Data Warehouse Work Group since its inception. He is responsible for developing the CPE's award winning data portal and the nationally recognized Kentucky High School Feedback Report.

Mr. McGrew is the IPEDS Coordinator for the state of Kentucky and serves as the Kentucky data coordinator for the Southern Regional Education Board. His opinions and advice have been sought by national groups including the Gates Foundation and he has spoken and served on panels on P-20 related issues for organizations including the Data Quality Campaign, State Higher Education Executive Officers (SHEEO), Education Commission of the States (ECS), Council for Advancement and Support of Education (CASE), American Association of Community Colleges (AACCC), National Association of State Universities and Land Grant Colleges (NASULGC), Council of Chief State School Officers (CCSSO), and others.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1236-Kentucky_budget_spreadsheet.pdf

Attachment 2:

Title: Pages: Uploaded File: 1237-Letters_support 1.1.pdf

Attachment 3:

Title: Pages: Uploaded File: 1238-Kentucky_timeline_resumes.pdf

Budget			
Budget Categories	Yr 1 (Phase I)	Yr 2 (Phase II)	Yr 3 (Phase III)
1. Personnel	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -
3. Travel	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
4. Equipment	\$ 85,000.00	\$ -	\$ -
5. Supplies/ Software	\$ 31,000.00	\$ 2,000.00	\$ 2,000.00
6. Contractual (see Line 31 below)	\$ 913,700.00	\$ 1,104,400.00	\$ 624,800.00
7. Construction	\$ -	\$ -	\$ -
8. Other: Research	\$ 20,000.00	\$ 20,000.00	\$ 50,000.00
9. Total Direct Costs (lines 1-8)	\$ 1,055,700.00	\$ 1,132,400.00	\$ 682,800.00
10. Indirect Costs	\$ 5,217.00	\$ 1,128.00	\$ 1,128.00
11. Training Stipends	\$ -	\$ -	\$ -
12. Total Costs (lines 9-11)	\$ 1,060,917.00	\$ 1,133,528.00	\$ 683,928.00

Total Project Cost
\$2,878,373.00

Detail of Contractual line # 6				
	Yr 1 (Phase I)	Yr 2 (Phase II)	Yr 3 (Phase III)	Total
Overall Program manager (1 FTE) - Vendor	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 360,000.00
Agency Product manager (1 @ 50% FTE)	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 180,000.00
Agency Technology Supplemental Staff (3 FTE)	\$ 360,000.00	\$ 360,000.00	\$ -	\$ 720,000.00
Total Agency Contract Costs	\$ 540,000.00	\$ 540,000.00	\$ 180,000.00	\$ 1,260,000.00
Vendor Project Manager, (1 FTE)	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 360,000.00
Vendor Business Analyst, (1 FTE)	\$ 120,000.00	\$ 120,000.00	\$ -	\$ 240,000.00
Vendor Database Analyst, (1 FTE)	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 360,000.00
Vendor Business Intelligence Architect, (1 FTE)	\$ -	\$ 120,000.00	\$ 120,000.00	\$ 240,000.00
Vendor Test Lead (1 @ 25% FTE)	\$ -	\$ 30,000.00	\$ 30,000.00	\$ 60,000.00
Hosting Server and Support	\$ 13,700.00	\$ 54,400.00	\$ 54,800.00	\$ 122,900.00
Total Vendor Contract Costs	\$ 373,700.00	\$ 564,400.00	\$ 444,800.00	\$ 1,382,900.00
Total Contractual Costs (Line 6)	\$ 913,700.00	\$ 1,104,400.00	\$ 624,800.00	\$ 2,642,900.00



EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

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

Helen W. Mountjoy
Secretary

September 24, 2008

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

RE: CFDA 84.372 Statewide Longitudinal Data Systems Grant Program

To Whom It May Concern:

This letter is being offered in support of the grant application submitted by the Kentucky Department of Education seeking to develop a multi-agency statewide P-20 longitudinal data system. This initiative, if funded, will bridge the gaps between K-12 and postsecondary education and would deliver the first ever seamless view of the educational impact in Kentucky.

Kentucky has a long history of collaboration in the education community and of sharing the benefits of its technologies. Funding of this initiative will be invaluable to making the P-20 data warehouse initiative successful. If funded, the data will be used as a tool to provide policy makers with the information they need to support better decision making and to better understand and ultimately improve education as a seamless process between secondary and postsecondary rather than a series of disconnected steps. This initiative can also be used as a model for other states.

The Kentucky Education Cabinet's vision for technology is one of collaboration that combines our knowledge and experience and transforms them into a service that benefits the Commonwealth of Kentucky. The Cabinet is committed to working closely with the Education Professional Standards Board, the Department for Education, the Council on Postsecondary Education, the Department for Workforce Investment, and other agencies over the coming months to explore and develop the P-20 data warehouse on behalf of the entire Commonwealth. We very much appreciate the support being offered to this effort.

Sincerely,

Helen W. Mountjoy
Secretary

Commonwealth of Kentucky

STATE SENATE



1500 Glendale Road
Murray, Kentucky 42071
(270) 759-5751

KENNETH W. WINTERS
1st Senatorial District

State Capitol Annex
Frankfort, Kentucky 40601
(800) 372-7181
(502) 564-8100 Ext. 870
ken.winters@lrc.ky.gov

September 22, 2008

Jon Draud, Commissioner
Kentucky Department of Education
500 Mero Street, 1st Floor
Frankfort KY 40601

Dear Commissioner Draud:

I am pleased to offer my support for the Kentucky Department of Education's request for funding from the U.S. Department of Education's Institute of Education Sciences to support its multi-agency P-20 data project. This is an effort that I, as chairman of the Senate Education Committee, see as a vital component of a productive educational system. We desperately need to link our elementary, secondary, and post-secondary education records so that we can follow the progress of each student through this system and better understand our systemic successes and failures. Our K-12 statewide longitudinal data system is in place and systems have been developed independently by the Council on Postsecondary Education and the Education Professional Standards Board.

This project will provide the commonwealth with an unprecedented amount of information to support decision making and policy development at state and local levels to improve student achievement and ensure that all children receive high quality instruction. I will look forward to working with you to make the P-20 data warehouse a success.

Sincerely,

A handwritten signature in black ink that reads "Ken Winters".

Kenneth W. Winters
State Senator





EDUCATION PROFESSIONAL STANDARDS BOARD

Steven L. Beshear
Governor

100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601
Phone: 502-564-4606
Fax: 502-564-7080
www.kyepsb.net

Phillip S. Rogers
Executive Director

September 24, 2008

Dr. Jon Draud, Commissioner
Office of the Commissioner
Kentucky Department of Education
500 Merit Street, First Floor
Frankfort, KY 40601

Dear Dr. Draud:

On behalf of the Education Professional Standards Board (EPSB), I write to support the Kentucky Department of Education's (KDE) Statewide Longitudinal Data System Grant application. The grant offers an excellent opportunity for the KDE, the EPSB, and the Council on Postsecondary Education (CPE) to collaborate in the development of a P-20 Data Warehouse. The proposed data warehouse will facilitate the production of more effective reports and research concerning the education system in Kentucky. It will also provide the information that policymakers need when making key education policy decisions.

The EPSB recognizes that the longitudinal data warehouse as proposed in this grant will enhance and not supplant existing data systems. The EPSB supports the sharing of educator preparation and certification data, within legal and regulatory guidelines, so as to get a clearer picture of P-12 educator quality and to get a better understanding of the effectiveness of educator preparation programs. The objectives of this proposal will allow all three agencies to work together to improve the quality of P-20 education in Kentucky. The data and reporting mechanisms will provide all of Kentucky's education stakeholders with a better understanding of how to bridge the current achievement gaps.

The proposal serves as an outstanding example of how collaboration among agencies can solve problems and create favorable outcomes for all of our constituents. The EPSB is ready to assist KDE and CPE with this worthwhile project. If I can be of further assistance, please don't hesitate to contact me.

Sincerely,

Phillip S. Rogers
Executive Director

KentuckyLive!TheSpirit.com



An Equal Opportunity Employer M/F/D



**Kentucky Council on
Postsecondary Education**

Steven L. Beshear
Governor

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

Richard A. Crofts
Interim President

September 24, 2008

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

Re: CFDA 84.372 Statewide Longitudinal Data Systems Grant Program

To whom it may concern:

As interim president of the Council on Postsecondary Education, I strongly support this application for funds from the Department of Education Institute for Educational Sciences for additional Student Longitudinal Data Systems (SLDS) funding. As a policy making agency, the CPE recognizes the importance of having data to support better decision making. Many of the issues we see in education cross agency level lines, and we need data and information that cross the political boundaries to develop effective, informed policies.

Staff from the Council on Postsecondary Education, the Kentucky Department of Education, the Education Professional Standards Board, the Education Cabinet, and others have been meeting for the past two years to develop plans and overcome obstacles to create a P-20 data warehouse. Our agency level systems all are operational and ready to participate. We have an identification number that crosses the K-12 and postsecondary sectors. As a state, we have enacted a number of cross agency task forces to review issues related to developmental education, dual credit, teacher preparation, and others. We need funding such as this to take the next step.

The CPE has been an active partner in P-20 activities in Kentucky and the ongoing national conversation about these issues. We are comfortable that concerns about governance and data confidentiality have been addressed. I am supportive of the governance structure and look forward to serving with my counterparts from the Kentucky Department of Education and the Education Professional Standards Board on the governance board of the P-20 Policy Research Collaborative.

Sincerely,

Richard A. Crofts
Interim President

KentuckyUnbridledSpirit.com



An Equal Opportunity Employer M/F/D



FINANCE AND ADMINISTRATION CABINET
KENTUCKY HIGHER EDUCATION ASSISTANCE AUTHORITY

Steven L. Beshear
Governor

P.O. Box 798
Frankfort, Kentucky 40602-0798
Phone: 502-696-7497
Fax: 502-696-7496
www.kheaa.com

Jonathan Miller
Secretary

Edward J. Cunningham
Executive Director

September 22, 2008

Dr. Jon Draud
Commissioner
Kentucky Department of Education
Capital Plaza Tower, 1st Floor
500 Mero Street
Frankfort, Kentucky 40601

RE: P-20 Data Policy Research Collaboration Project

Dear Dr. Draud:

I am writing this letter of support for the P-20 Policy Research Collaboration Project that is being proposed by the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), and the Education Professional Standards Board. Their application for funds from the Department of Education is in the best interests of the Commonwealth.

Currently, KHEAA works with KDE and CPE to bring information together to support administration of the Kentucky Educational Excellence Scholarship (KEES) program and to evaluate the effectiveness of the state's financial aid programs. It is difficult to make policy decisions without adequate, timely information. Bringing P-20 data together in our state would help us do this more effectively and enable us to examine our efforts from a larger perspective.

Developing a better understanding of education across all of the P-20 levels is vital to the future of Kentucky. Bringing information together in a way that it can be analyzed to improve policy making at all levels will help move Kentucky ahead. KHEAA fully supports this important proposal and will work with the P-20 partners to make it a success for the Commonwealth.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Edward J. Cunningham".

Edward J. Cunningham
Executive Director



**Kentucky Council on
Postsecondary Education**

Steven L. Beshear
Governor

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

Richard A. Crofts
Interim President

September 22, 2008

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

RE: CFDA 84.372 Statewide Longitudinal Data Systems Grant Program

To whom it may concern:

As chair of Kentucky's State P-16 Council, I am writing to express our strongest support of this application for additional Student Longitudinal Data System (SLDS) funds. Expanding and integrating the data systems developed within our education agencies will allow for better and more informed academic and fiscal policy making that supports student learning and achievement from preschool through the K-12 and postsecondary sectors, and beyond into the workforce.

We value and increasingly depend on the use of data to inform our education policies at state and local levels. The State P-16 Council has twice passed resolutions to encourage the pursuit of funding sources for a P-20 system. Our Council has identified the creation of a P-20 data system as one of its top priorities for the coming year, and both the state's Education Cabinet Secretary and legislative leadership have indicated their intention to remove any impediments to the development of such a system. Our local P-16 Councils—now numbering 20—and our local school districts also see the value of cross sector information sharing. Kentucky's High School Feedback Report drew heavily on cross-sector data sharing for the benefit of school and district planning, as well as for postsecondary strategic enrollment management.

By making cross-sector information available to policy leaders at all levels, we can identify the best and most efficient ways to achieve the state's goal of raising the level of educational attainment throughout the Commonwealth. We look forward to the day when we can do so. If I may be of any assistance, please do not hesitate to contact me.

Very truly yours,

Donna Moore
Chair, Kentucky P-16 Council

KentuckyUnbridledSpirit.com



An Equal Opportunity Employer M/F/D



KENTUCKY ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
Established 1977

September 24, 2008

- Alma Lloyd College
- Arling College
- Bellarmine University
- Berea College
- Brigham Young University
- Campanile University
- Centre College
- Eastern Kentucky University
- Georgetown College
- Kentucky Christian University
- Kentucky State University
- Kentucky Wesleyan College
- Lipscomb Wilson College
- Middle Tennessee State University
- Murray State University
- Morehead State University
- Northern Kentucky University
- Pikeville College
- Spalding University
- St. Catherine College
- Thomas Lee College
- Transylvania University
- Union College
- University of the Cumberlands
- University of Kentucky
- University of Louisville
- Western Kentucky University

Dr. Jim Deard, Commissioner
Office of the Commissioner
Kentucky Department of Education
500 Main Street, First Floor
Frankfort, KY 40601

Dear Dr. Deard:

On behalf of the Kentucky Association of Colleges for Teacher Education (KACTE), I am writing to support the Kentucky Department of Education's (KDE) Statewide Longitudinal Data System Grant application. KACTE is committed to improvement in the preparation of teachers and other educational personnel in the Commonwealth of Kentucky. KACTE, in collaboration with other professional education associations and Kentucky education agencies, seeks to provide assistance and support to Kentucky school districts and schools to help them meet the needs of the state's school children. KACTE recognizes that the P20 data warehouse proposal would play an integral part in our ability to provide such assistance. KACTE has been involved in many of the collaborative initiatives that have been undertaken in Kentucky in order to improve the quality of educator preparation and to increase P12 student achievement. We believe that our member institutions must be at the table when policy decisions about Kentucky's education systems are made.

KACTE also understands the implications of making decisions without sufficient or current information. KACTE members can play a key role in the decision making process by providing high quality education research. The P20 data warehouse proposal will provide the data that our researchers need. The ability to bridge the gaps in our current education data systems will provide our member institutions access to an unprecedented source of longitudinal education data. In fact, the P20 data warehouse would for the first time provide researchers from our institutions access to high quality P20 education data. We support the proposed project because we recognize that this proposal offers the Commonwealth a unique and valuable opportunity to gather the data necessary to improve both P12 and postsecondary education in the state. KACTE welcomes the opportunities that this warehouse will provide, and looks forward to working with the Kentucky education agencies and other education stakeholders from around the Commonwealth in this endeavor.

Cordially,

Dr. Paul Wirtz, President
Kentucky Association of Colleges for Teacher Education



KACTE is an affiliate of the American Association of Colleges for Teacher Education (AACTE). Information can be obtained through the AACTE web site (<http://www.aacte.org>) or by calling (202) 793-2450.



Association of Independent Kentucky Colleges & Universities
484 Chenault Road, Frankfort, Kentucky 40601
V 502-695-5007 F 502-695-5057
www.aikcu.org

September 19, 2008

Dr. Jon Draud
Commissioner of Education
500 Mero Street
3rd Floor Capital Plaza Tower
Frankfort, KY 40601

Dear Commissioner Draud:

I am writing to support your application for additional SLDS funds from the Department of Education to expand the data available for studying all levels of education within the Commonwealth. The P-20 Policy Research Collaboration project that is being proposed by the Kentucky Department of Education, the Council on Postsecondary Education, and the Education Professional Standards Board will bring P-20 data together in a comprehensive way. It will make it much easier to view education from a larger perspective, which will give us all the opportunity to make more informed decisions.

As one of the few states where independent colleges and universities provide student unit record data voluntarily to the state higher education authority, we understand the importance of providing good information to support decision makers. We have discussed this project conceptually in that spirit. If the project is funded we look forward to more thoroughly evaluating our sector's ability to participate. As non-public institutions, issues of student privacy, the proposed uses of data collected and our ability to adequately meet data collection guidelines with limited staff require further study. We are hopeful these issues will be addressed satisfactorily for our sector, because there is no question the data will be very useful.

As producers of approximately one-fourth of Kentucky's teachers in some of the state's premier teacher preparation programs, we strongly encourage any efforts to provide information back to these programs. Receipt of this data will assist us in producing even more effective teachers to educate the children of the Commonwealth. Having access to the type of data to be collected through this project will provide the continuity of information that has been missing at the program level.

Alice Lloyd College
Auburn College
Bellarmine University
Berea College

Brescia University
Campbellsville University
Centre College
Georgetown College

Kentucky Christian University
Kentucky Wesleyan College
Lindsey Wilson College
Mid-Continent University

Midway College
Pikeville College
St. Catharine College
Spalding University

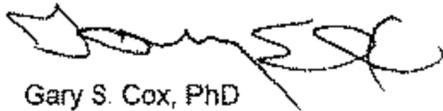
Thomas More College
Transylvania University
Union College
University of the Cumberlands

Dr. Jon Draud
Page 2
September 19, 2008

Bringing information together in a way that it can be analyzed to improve policy making at all levels will help move Kentucky ahead. The ability to understand the issues surrounding student achievement are vital.

For the reasons listed above, I encourage you to make every effort to obtain the funding necessary to move forward with the P-20 project. Let me know if I can be of further assistance in this regard.

Sincerely,



Gary S. Cox, PhD
President

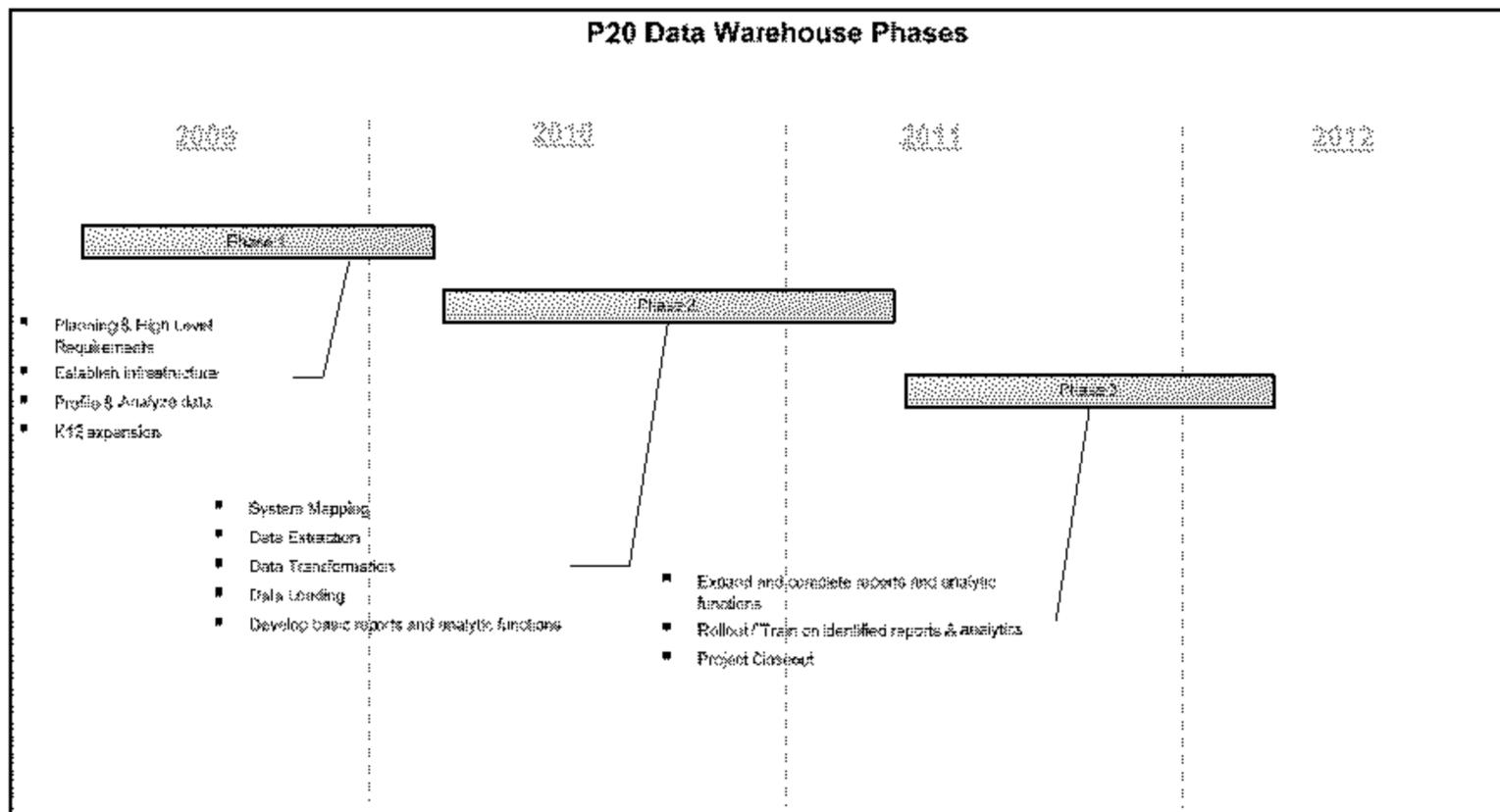
cc: Richard Crofts
Phillip Rogers

Appendix A

Timeline

The Kentucky P-20 Data Warehouse project will commence upon notification of grant award, which is anticipated to be after March 2009.

The project will be organized into three phases, a project planning/K-12 expansion phase, a data integration phase, and a reporting/ analytics phase. Each phase is estimated to last one year, though the planning phase could extend into year two.



Phase 1 – Planning & K-12 Expansion

Upon grant award, the project planning phase will begin with the release of a request for proposals for an outside vendor to design and implement the expanded infrastructure to support the repository. The planning phase will encompass the clarification of organizational roles and responsibilities for the agencies involved, definition of the technical architecture, and project staffing. Hardware and software will be ordered and installed after completing the detailed definition of the solution's architecture early in the phase.

The staffing strategies included in this grant proposal will be clarified and agreed upon in the form of a detailed staffing plan that will finalize selection and assembling of the project team. The staffing plan will specify when and how to meet the requirements for staffing the project and will build on the high-level staffing needs identified in the grant proposal. Items that will be considered when finalizing the staffing plan will include each agency's needs, how the staff will be acquired, how long the staff will be needed, skills required, what training is needed, and how the actual grant award monies map to the estimated personnel costs developed for the grant proposal. During this time the

naming and placement of the Program Manager will be finalized. The staffing plan finalization will be the responsibility of the agency Product Managers and agreed to by the governing council established to oversee this initiative.

The next step will be to clarify what documentation that will be produced by the project to ensure successful outcomes, based on input from the vendor charged with designing and implementing the expanded infrastructure to support the P-20 data repository. This deliverables acceptance plan will clearly set expectations for the development, review, iterations and acceptance of project artifacts as well as define at a definitive level of detail the project processes to be followed by the agencies. These processes will follow the Project Management Institute (PMI) Project Management Body of Knowledge, (PMBOK), best practices.

Also during the first phase an inventory of each agency's current data collection systems that are within the project's scope will be gathered, and a comparison of this inventory with stated project goals will be conducted to identify any gaps that may exist between previous expectations regarding data and overall requirements and new information or findings. This information will be used to amend the requirements for the overall solution. These requirements will be holistic and will include, but not be limited to, general functionality, cross agency utilization and de-identification. The results of gap analysis and refreshed requirements will be utilized to develop a revised risk assessment. This assessment and any other associated program changes will be presented to the P-20 Research Collaborative governing council.

After review of the projects risks, issues and associated plans by the P-20 Research Collaborative governing council, a Project Charter will be developed by the Program Manager. The charter will serve as the communication vehicle between project team members and other stakeholders regarding important aspects of the project including but not limited to high level scope of work, high level milestones, and a general description of how the project will be managed. As with all project deliverable artifacts, the charter will be approved by the P-20 Research Collaborative governing council.

Immediately after completion of the charter, work will begin related to expanding the existing K-12 SLDS repository with additional data sources outside of the scope of the original SLDS grant project. Because of the comprehensiveness of the initial project, the amount of new P12 data to be pulled into the KIDS system will be relatively small and focused around additional assessments and/or data which the data model was not able to accommodate at the time. Career and Technical Education data, pre-school data, additional assessment data including but not limited to SAT and PSAT data, Individual Learning Plan data, facilitates data, and limited English proficiency data will be included. It is estimated that this data expansion of KIDS will encompass 20% of the entire P-20 data warehouse work.

Phase 2 – Data Integration

The second phase will concentrate on the actual development of the P-20 data warehouse. This includes the mapping of the source systems to target areas within the data warehouse, extracting that data and performing any necessary transformations on the data, and loading the data into the data warehouse. Mapping will involve plotting data elements from the source system to the destination locations within the data warehouse. Extraction will include actual reading of the source data and temporarily storing the data into transitory landing tables where the data will be updated prior to finally storing in the actual data warehouse. Transformation will consist of applying business and technical rules to the incoming data with the purpose of actually changing the values of the data into values acceptable to the data warehouse. Transformation may be the cycle wherein data is de-identified for the shared repository, or the data may be de-identified prior to loading in the intermediate landing tables. This is an open question that will be resolved during the gap analysis and requirements refresh.

Loading is the final step of preparing the data warehouse to be utilized for the development of reports and analytics, and refers to the act of actually populating the data warehouse with data which has previously been obtained from the source systems. The physical and/or virtual location of the P-20 data warehouse will be determined based on recommendations of the infrastructure designer(s) and the decisions made by the governing council.

During this phase some initial reports and analytic capabilities will be developed, however the main focus for reports and analytics will be in phase 3.

Phase 3 – Reporting & Analytics

The third phase will concentrate on development of the reports and analytics that will utilize the P-20 repository. Rolling out access to users, user training, and project closeout will be completed during the third phase of the project.

Appendix B

Jon E. Draud

**Commissioner
Kentucky Department of Education**

Jon E. Draud has been a teacher, a coach, a principal, a superintendent and a state representative. In December 2007, he took on a much larger statewide role as Kentucky's fourth education commissioner.

Prior to this, Draud was a state legislator, representing Kentucky's 63rd District from 1998-2007, and was vice-chair of the House Education Committee since 1999. He also served as director of School/University Partnerships at Northern Kentucky University.

Draud has served as an associate professor at NKU; superintendent of the Ludlow Independent school district; assistant superintendent of Lockland (Ohio) Public Schools; member of the Kenton County Board of Education; and a school principal and teacher. He earned bachelor's (physical education and history) and master's degrees (school administration) from Eastern Kentucky University; a master's degree (political science) from Xavier University in Cincinnati; and a doctorate (school curriculum and administration with a minor in public policy) from the University of Cincinnati. Among his many honors, Draud is a 2007 recipient of the Paul Mason Legislative Advocate for Children Award, presented by the Kentucky Parent Teacher Association. He is a member of the Southern Regional Education Board's board of directors, and has served on many state government task forces.

SARA ELAINE FARRIS

(b)(6)

Telephone numbers: days 502-564-51307 (b)(6)

E-mail: elaine.farris@kentucky.gov

CAREER SUMMARY

KENTUCKY DEPARTMENT OF EDUCATION

2007-Present

**DEPUTY COMMISSIONER OF
THE BUREAU OF LEARNING RESULTS AND SERVICES**

Oversight of five offices: Assessment and Accountability, District Support Services, Leadership and School Improvement, Special Instructional Services, and Teaching and Learning. I provide guidance to the offices as they provide services in finance, facilities, professional development, curriculum, early childhood, assessment, school-based decision making, exceptional children, federal programs and career and technical education.

SHELBY COUNTY BOARD OF EDUCATION, SHELBYVILLE, KY

2003-2007

SUPERINTENDENT (July 1, 2004 - July 27, 2007)

SUPERINTENDENT INTERN (July 1, 2003 – June 30, 2004)

- ❖ Shadow superintendent
- ❖ Conducted student achievement monitoring conferences with all principals.
- ❖ Implemented leadership team concept and attend leadership meetings.
- ❖ Conducted professional development on African American Culture and Education.
- ❖ Analysis of school data to determine areas of improvement
- ❖ Facilitated development of school wide behavior management plan.
- ❖ Facilitated development/revision of school improvement plan.
- ❖ Participate in discussions about school issues with superintendents across the state
- ❖ Attend professional organization meetings and conferences
- ❖ Shadow central office personnel

FAYETTE COUNTY BOARD OF EDUCATION, LEXINGTON, KY

2001 - 2004

ELEMENTARY DIRECTOR (2001 – 2004)

- ❖ Supervise and evaluate twelve elementary schools and principals.
- ❖ Coordinate and monitor resources and activities to enhance student achievement.
- ❖ Mentor and support leadership activities of principals.
- ❖ Monitor operations and management of twelve elementary schools.
- ❖ Collaborate with superintendent and leadership team on monitoring the district.
- ❖ Serve on numerous community and district committees.
- ❖ Plan and provide professional development.
- ❖ Community - School liaison.

CLARK COUNTY BOARD OF EDUCATION, WINCHESTER, KY

1982 - 2001

PRINCIPAL, SHEARER ELEMENTARY SCHOOL (1998 - 2001)

- ❖ Supervised 60 teachers and staff.
- ❖ Rewards recipient for 2 years.
- ❖ Interviewed 14 potential employees.

- ❖ Assisted with design of school building.
- ❖ Organized and planned relocation of students and faculty after school fire.
- ❖ Minority recruiter

KENTUCKY DISTINGUISHED EDUCATOR (1996 - 1998)

- ❖ Reported to the Kentucky Department of Education.
- ❖ Designed and planned programs for five low performing schools (all schools received rewards).
- ❖ Aligned curriculum.
- ❖ Collaborated with superintendents.
- ❖ Modeled lessons for students.
- ❖ Coordinated resources and activities to enhance student achievement.
- ❖ Member of Kentucky Department of Education Committees.
- ❖ Kentucky Leadership Academy Trainer.

ASSISTANT PRINCIPAL - GEORGE ROGERS CLARK HIGH SCHOOL (1993 - 1996)

- ❖ Supervised and evaluated 31 teachers.
- ❖ Monitored attendance of 400 students.
- ❖ Behavior supervisor of freshman class.
- ❖ Chairman for KERA related committees.
- ❖ Student affairs, student council and senior class advisor.

HEALTH AND PHYSICAL EDUCATION TEACHER - GEORGE ROGERS CLARK HIGH SCHOOL (1990 - 1993)

- ❖ Coached Girls Track / State Track Championship - 1990.
- ❖ Coached Boys Varsity Cheerleaders.

PHYSICAL EDUCATION TEACHER (1982 - 1989)

- ❖ Odell Gross Elementary School.

CLARK COUNTY HEALTH DEPARTMENT, WINCHESTER, KY

1978 - 1981

HEALTH EDUCATOR

- ❖ Training facilitator for tobacco prevention and school health issues.

EDUCATION

Post graduate work toward doctorate degree— University of Kentucky – 1998

Superintendent's Certificate - 1998.

Rank 1: Instructional Leadership - Grades 5 – 12, Eastern Kentucky University - Richmond, KY - 1992.

Elementary Physical Education Endorsement: Eastern Kentucky University - 1982.

M.A. Health Education: Eastern University Kentucky - 1981.

B.S. Degree: Secondary Health and Physical Education, Eastern Kentucky University - 1977.

PROFESSIONAL AND CIVIC ORGANIZATIONS

Kentucky Education Association

Kentucky Association of School Administrators

Kentucky Association of School Superintendents

Kentucky School Boards Association

National Education Association

American Association of School Administrators

National Alliance of Black School Educators

National School Boards Association

Association for Supervision and Curriculum Development

KDE Superintendent's/CEO Network

BellSouth Leadership Network
Ohio Valley Educational Cooperative Board of Directors
Board of Directors Clark Regional Hospital (1998-2003)
Kentucky Leadership Academy
Winchester Leadership Alumni
Leadership Shelbyville
Planned and Organized the Winchester Martin Luther King Unity Breakfast
Commissioner of Education Principal's Advisory Council
Highly Skilled Educator's Advisory Council.
Alpha Kappa Alpha Sorority
Shelby County Rotary Club
Shelbyville Chamber of Commerce - Concerns Issues and Research Committee

SKILLS

Motivational Speaking

"Seven Habits of Effective People" Facilitator
Microsoft Software Applications
"Framework for Understanding Poverty" Trainer
Culturally Responsive Teaching Training
Scholastic Audit Trained
Teambuilding Facilitator
KASC SBDM Trainer

CHURCH ACTIVITIES

Member of First Baptist Church Winchester, KY. for 42 years.
Sunday School Superintendent and teacher
Choir member
Youth Director
Served in various youth and adult ministries and served on many committees to edify the Kingdom of God
Currently attend Elizabeth Baptist Church-Richmond KY with my husband-Pastor Alvin W. Farris

Dr. Phil Rogers
Kentucky Education Professional Standards

Dr. Phillip S. Rogers, of Scottsville, Kentucky, the Executive Director of the Kentucky Education Professional Standards Board (EPSB) since January 1, 2005. He previously served as division director of Professional Learning and Assessment at the EPSB. A native of Nashville, Tennessee, Dr. Rogers received a B.S. degree in counseling from Liberty University in Virginia, an M.A. in child development from Western Kentucky University, and a doctorate in education evaluation from the University of Louisville.

From 1991-2000, Dr. Rogers served as the founding director of the Allen County Schools' Family Resource Center, recognized in 1995 as Kentucky's Outstanding Family Resource Center by the Kentucky Association of Guidance Counselors. His program evaluation and research experience includes studies at the local school, district, and statewide levels. He has performed research and evaluations for a variety of organizations and programs, including the Kentucky Institute for Educational Research, the National Center for Family Literacy, the Kentucky Safe Schools Project, and the Kentucky Department for Juvenile Justice.

As Executive Director of the EPSB, Dr. Rogers oversees the daily operation of the agency, which was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. The board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs at colleges, universities, local school districts, and with private contractors; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and new principals; operating the Continuing Education Option for rank change program; administering Kentucky's incentive program for National Board for Professional Teaching Standards certification; overseeing the alternative routes to certification; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel.

Richard A. Crofts

Home Phone: 941-962-7987
Email: Richard.crofts@ky.gov
Home Address: 3200 Todds Road
Lexington, KY 40509

PROFESSIONAL EMPLOYMENT AND EXPERIENCE IN HIGHER EDUCATION:

Interim President
Kentucky Council on Postsecondary Education
Frankfort, KY (June 16, 2008 to present)
502-573-1555, ext. 239

Commissioner of Higher Education
Mississippi Institutions of Higher Learning
Jackson, MS (December 2004-September 2005)

Commissioner of Higher Education
Montana University System
Helena, MT (July 1996-February 2003)

Deputy Commissioner of Higher Education
Montana University System
Helena, MT (July 1994-June 1996)

Assistant to the Chancellor
Minnesota State University System
(September 1993-June 1994; one year appointment)

Vice President for Academic Affairs
Mankato State University (MN)
(July 1989-August 1993)

Associate Vice President for Research and Dean of the Graduate School
East Tennessee State University
(September 1984-June 1989)

Associate Dean of the Graduate School and Associate Director of the Office of Research, The University of Toledo
Toledo, Ohio
(1979-84)

Chairman
Department of History
The University of Toledo
(1971-79)

Professor of History
The University of Toledo
(1968-84)

EDUCATION:

B. A. Georgetown College, 1962

Major: History Minor: English

Ph.D. Duke University, 1969

Major: Reformation History

Dissertation: "Proposals for Ecclesiastical Reform in Germany from 1510 to 1520"

HONORS AND FELLOWSHIPS:

Duke Scholar, 1965-66

Danforth Foundation Fellow, 1966-68

ADMINISTRATIVE LEADERSHIP EXPERIENCE

Interim President, Kentucky Council on Postsecondary Education

Currently serving as Interim President of the Kentucky Higher Education Coordinating Commission while a national search is underway for a permanent President.

Commissioner of Higher Education, Mississippi Institutions of Higher Learning

Served on an interim basis for ten months while a national search for a permanent commissioner was being conducted. During the time I was Commissioner, I assisted the Board in its adoption of a new governance structure that strengthened the role of the Commissioner and delegated more authority to the senior leadership of the system. I was also the CEO of the system during the days of Hurricane Katrina and the follow-up to that disaster. I coordinated the efforts to assess the damages and prepare recommendations for reconstruction. We also ensured that students and employees were safe and secure. Our campuses also provided many people with temporary housing. I put together a proposal for Federal assistance to provide millions of dollars in financial aid for students at the state universities, private colleges, and community colleges in Mississippi. I also began the process for creating a statewide Campus Compact organization for higher education institutions in Mississippi. We also secured funding from the USA Foundation and the funds raised for hurricane relief by Presidents Bush and Clinton. Implemented the final settlement of the *Ayers* case, a decades long court battle over discrimination in the public universities of Mississippi.

Commissioner of Higher Education

Chief Executive Officer for the Montana University System which includes all campuses of public higher education in the state.

President, Montana Higher Education Student Assistance Corporation.

Commissioner of the Western Interstate Commission for Higher Education.

Executive Committee of the Western Interstate Commission for Higher Education.

Executive Committee of the State Higher Education Executive Officers Organization.

Responsible for all legislative relations for the Montana University System.

Board of Trustees of the Western Governors University (initial appointment).

Executive Committee of the Western Cooperative for Educational Telecommunications.

Led successful effort to defeat proposed amendment to the Montana Constitution to eliminate the Board of Regents and the Office of the Commissioner of Higher Education.

Fund-raising efforts on behalf of a successful campaign to renew a state-wide property tax that partially funds the Montana University System.

Executive Council for SummitNet, the statewide data network for Montana.
Chair, Northwest Academic Forum, 1997-98.

Ex-officio member of the Montana Board of Public Education that has constitutional authority over K-12 education.

Deputy Commissioner of Higher Education
Montana University System

Responsible for review and recommendations to the Board of Regents on all new academic program proposals from the eleven units of the Montana University System and the three independent community colleges.

Completed the process of reviewing academic programs with low productivity and made recommendations to the Board of Regents on the elimination and restructuring of academic programs acted upon at March and May 1995 meetings of the Board.

Developed a new cost of education study and allocation methodology.

Represented the Office of the Commissioner of Higher Education to the Academic and Student Affairs Committee of the Board of Regents of the Montana University System (one of two Board committees).

Chair, Montana University System Research Committee.

Chair, Montana University System Information Technology Committee.

Shared duties in legislative relations, liaison with the Office of the Governor, and the Office of Planning and Budgeting.

State Coordinator of Western Brokering Project of Western Interstate Commission for Higher Education (WICHE) a project to share academic programs through distance learning and to build intrastate educational telecommunications networks.

Information Technology Advisory Council for the State of Montana.

Director, higher education portion of the Montana Eisenhower program.
Telecommunications coordinator for the Montana University System.

Assistant to the Chancellor
Minnesota State University System

Vice President for Academic Affairs
Mankato State University

Associate Vice President for Research and Dean of the Graduate School
East Tennessee State University

Associate Dean of the Graduate School and Associate Director of the Office of Research
The University of Toledo

Chair and Professor, Department of History
The University of Toledo

Robert F. Hackworth

(b)(6) Dir.

502-564-4772 (w)

502-564-6470 (f)

(b)(6)

Summary

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

Experience

2005–2008 KEANE, Inc. Frankfort, KY
Product Manager, Commonwealth of Kentucky

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

2003–2005 KEANE, Inc. Frankfort, KY
Project Manager, Commonwealth of Kentucky

- Provided management and guidance in support of the Kentucky Board of Education's goals and objectives to increase and improve use of data within the Department of Education, public schools, and other state agencies.
- Represented the Commissioner of Education at Distance Learning Advisory Committee (DLAC); a group tasked with defining how education in Kentucky can best be served via electronic means.
- Served as Project Manager to implement the Individual Learning Plan (ILP), a unique statewide electronic tool utilizing information from the Student Information System in conjunction with career information and student goals to provide a traceable career path for students in grades 6 through 12. Guided development of the Request for Proposal, the vendor selection process, and initial development of the system including how it would interact with

existing systems such as KYConnect.

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

1994 –2003 SCB, Inc. Frankfort, KY
Project Manager, Commonwealth of Kentucky

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

Education 1989 –1990 Morehead State University Morehead, KY

- M.A., Master of Arts

1985 –1989 Morehead State University Morehead, KY

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

Charles E. McGrew • (b)(6)

• charles.mcgregw@ky.gov

Charles E. McGrew

Professional Experience

Dynamic postsecondary education researcher and administrator with seventeen years of experience at two-year, four-year, and research institutions as well as a system office and state coordinating board. Excellent research and analysis skills balanced with exemplary communication and management abilities. Wide breadth of experience including:

Highlights

- Seventeen years of experience in postsecondary education research and administration
- Experience at two-year, four-year, and research institutions as well as a system office and a state coordinating board
- Regularly work with state and national leaders on issues related to postsecondary education research
- Lead a state level multi - agency P-20 Work Group
- Invited speaker at national conferences including SHEEO, ECS, DQC, AASCU, the Education Trust and others plus a variety of K-12 and postsecondary state conferences
- Developed an award winning data portal for postsecondary education data
- Created a multi –agency high school feedback report that is considered to be the best of its kind in the country and is currently being modeled by other states and commercial vendors
- Fifteen years of management and supervision experience using a teamwork approach
- Excellent communicator with the ability to explain complex research issues to a variety of audiences

Director of Information and Research

Kentucky Council on Postsecondary Education, Frankfort, KY 2005-Present

Responsible for providing leadership and support to fulfill the information and research needs of Kentucky's postsecondary education coordinating board, legislators, legislative staff, and the media. Duties include developing policies, supervising the information and research staff and budgets, managing research projects, serving as the state's liaison with external researchers and other research agencies including NCES and the SREB.

- Provide information and recommendations to support the development of bills and other state initiatives as well as support for Council decisions and policy development
- Chair the state's P-20 Data Warehouse Work Group and the Council on Postsecondary Education Comprehensive Database Committee.
- Developed the new Kentucky High School Feedback Report, which is widely held as an example of the best report of its type.
- Created the Kentucky Postsecondary Education Data Portal, winner of a Government Technologies magazine award for Most Innovative Use of Technology in Education. It is considered to be one of the best sites of its kind in the country (<http://cpe.ky.gov/info>).

- Enhance the Kentucky student unit record system to accommodate changing information needs and to anticipate the future postsecondary information needs. Also modernized the postsecondary system by moving it from a flat-file system to a SQL-based relational database system.
- Coordinate the development of policy briefs, research reports, and other publications including the Kentucky County Profiles, a 163-page book with extensive county level population, education, and economic data.

Professional Experience (continued)

Director of Institutional Effectiveness and Planning
Lexington Community College, Lexington, KY 1999-2004

Provided information, research, and strategic planning support for the largest community college in Kentucky. Supervised the institutional effectiveness staff and budget and provided information to assist the president with all aspects of the college's general operations.

- Developed the College's 2004-2007 strategic plan including the coordination of business and community leaders as well as groups of faculty, administrators, and students by facilitating meetings, focus groups, and retreats.
- Supported the institution's regional and program level accreditations, self-studies, and program reviews.
- Conducted salary studies and developed the model that was used to distribute 1.2 million dollars for faculty and staff raises.
- Developed a successfully funded Title III Planning Grant and served as P.I. for the project to conduct an educational needs study of 10,000 households and 1,000 businesses in Central Kentucky.
- Analyzed census data and various economic indicators to identify likely locations for extended campuses and off-campus teaching sites and coordinated the ground work to develop a regional campus.
- Coordinated the student evaluation of instruction process including the shift from a locally developed form to a standardized, commercial instrument.
-

Additional Experience

- Taught upper and lower division sociology courses at a number of institutions.
- Evaluation results were equal to or exceeded those of full-time faculty in the departments.
- External grant and program reviewer for Department of Education and National Science Foundation grants.
- IPEDS trainer and consultant on training materials.
- Graphic designer and webmaster with experience in book development, layout, and commercial printing.
- Published author and game designer.

Other Positions in Institutional Research, Effectiveness, and Planning

Director of Institutional Research
Kentucky Community & Technical College System, Versailles, KY 2004-2005

Director of Institutional Research and Effectiveness
Del Mar College, Corpus Christi, TX 1999

Director of Institutional Research and Reporting
Roane State Community College, Harriman, TN 1996-1998

Coordinator of Assessment and Evaluation
Mississippi State University, Starkville, MS 1993-1996

Research Assistant
University of Massachusetts Amherst, Amherst, MA 1992-1993

Institutional Research Coordinator
East Tennessee State University, Johnson City, TN 1991 results were equal to or exceeded those of full-time faculty in the departments.

External grant and program reviewer for Department of Education and National Science Foundation grants.
IPEDS trainer and consultant on training materials.
Graphic designer and webmaster with experience in book development, layout, and commercial printing.
Published author and game designer.

Education

Doctorate of Philosophy in Educational Policy

University of Kentucky, Lexington, KY. In process. Expected 2009.

Master of Arts in Sociology

Western Kentucky University, Bowling Green, KY. Conferred 1993.

Thesis: *Variables That Influence Retention and Attrition in a Regional University*

Bachelor of Arts in Sociology

Western Kentucky University, Bowling Green, KY. Conferred 1990.

Technical Skills

Data Analysis and Database Development

Extensive experience in database and report development using Microsoft SQL, Access, and other database tools and programming languages.

Research Design

Strong background in survey development, questionnaire design, and coordinating and facilitating focus groups.

Statistical Analysis

Significant experience in statistical methods and modeling including univariate, multivariate, logistic, and covariate structure equation methods utilizing SAS and SPSS.

Graphic Design

Layout experience using PageMaker, InDesign, Photoshop, Illustrator, Corel Draw, and Quark Express for print and Dreamweaver, FrontPage, and others for web development.

Additional Training

- Edward Tufte course on presenting data and information
- SPSS training for institutional researchers
- Advanced data modeling and covariate structure equations (LISREL) Adobe InDesign Creative Suite 3 training. Net reporting tools for the mMicrosoft SQL platform
- Various management and supervision courses

Regional & National Leadership

Kentucky's State Coordinator for federal IPEDS reporting for public and private institutions. Provide feedback and recommendations regarding the national data collections on behalf of Kentucky institutions and participate in Technical Review Panels (TRPs) to enhance and improve the system.

Southern Regional Education Board (SREB) Data Coordinator for the state of Kentucky including coordination of the collection, verification and reporting of institutional data to the SREB and provide research support and recommendations at the annual regional meetings.

Recent National Presentations

Extensive experience speaking and presenting to a variety of audiences. Frequently invited to speak, present, and serve on panels at professional conferences.

Most recent national presentations include:

The Data Quality Campaign Quarterly Meeting, January 2008
Developing and Supporting P-20 Education Data Systems: Models that Work

State Higher Education Executive Officer / NCES Network Conference & IPEDS Workshop, 2008
Data Quality Policies

Education Commission of the States National Forum on Education Policy, 2007
Educating Today's Adult Workforce

State Higher Education Executive Officer / NCES Network Conference & IPEDS Workshop, 2007
K16 Data Initiatives in Kentucky

AACC, AASCU, CASE, NASULGC Higher Education Government Relations
Conference, 2007

Policy Issues Analysis – A Closer Look at Student Tracking / Data Systems

Work Examples

The Kentucky Postsecondary Education Data Portal

<http://cpe.ky.gov/info>

Example of a Kentucky High School Feedback Report for the Class of 2004. The reports follow students who entered college in 2004 for two academic years.

http://apps.cpe.ky.gov/hsfr/2004/Public/Fayette_Co_Schools_Tates_Creek_HS.pdf

Special Report on Student Migration developed by linking state level databases from other agencies to identify students who remained in Kentucky for a period of years following college.

http://cpe.ky.gov/NR/rdonlyres/AB5B141D-9439-4C0F-B91686210C1F36CD/0/SpecialReport071_final.pdf

Professional Associations

- Association for Institutional Research
- Southern Association for Institutional Research
- American Association of Community Colleges
- Kentucky Association for Institutional Research
- Southern Regional Education Board (Data Coordinator)
- EduCause
- Kentucky Association of Collegiate Registrars and Admissions Officers

Melissa Miracle

(b)(6)

(b)(6)

EXPERIENCE

October 2006 to Present

Education Professional Standards Board

Technology and Program Consultant

- Technical and Program advisor to the Division of Educator Preparation
- Title II Report Manager
- Kentucky Information Technology in Educator Preparation Group Founder and Facilitator
- Educator Preparation Program Quality Measurement Committee Chairperson

January 2006 to August 2007

Georgetown College

Adjunct Faculty

- Summer Term 2007: EDU542 – Classroom Applications of Technology (online course)
- Spring Term 2007: EDU542 – Classroom Applications of Technology (online course)
- Fall Term 2006: EDU542 – Classroom Applications of Technology (online course)
- Summer Term 2006: EDU542 – Classroom Applications of Technology (online course)
- May Term 2006: EDU542 – Classroom Applications of Technology
- Spring Term 2006: EDU542 - Classroom Applications of Technology

January 2003 to October 2006

EPSB Title II Grant

Technology Strand Coordinator/Project Manager

- Managed the development of multiple web applications for the collection and reporting of student/teacher data using an Oracle10g database system
- Managed 3 independent XML Data collection/reporting projects with colleges of education as data partners
- Developed and managed the Teacher Quality Enhancement Grant website (www.kyteacherquality.org)
- Managed the extraction of data as required by data partners (primarily the teacher preparation institutions)
- Managed the extraction of data for the yearly ETS/Title II report (for all teacher preparation institutions in Kentucky)
- Supported the Title II Teacher Quality Enhancement Grant team with all technology requirements
- Founder and Director of the Kentucky Information Technology in Educator Preparation Group (K-ITEP)

June 2001 to December 2002

SCB Computer Technology, INC.

Web Development Specialist

- Technology contractor for the Education Professional Standards Board
- Worked with a team of developers to create a web application to track the careers' of all Kentucky educators using Cold Fusion, JavaScript, SQL, Flash, Fireworks, CSS, and Oracle
- Designed and developed a web-based system to maintain all professional development classes available to Kentucky educators

February 2000 to June 2001

ELAN Home Systems

Web Development Specialist and Assistant Network Administrator

- Designed, implemented, and maintained the corporate web presence using DHTML, CSS, Cold Fusion, Flash and Java Script
- Created and maintained all corporate email accounts
- Supported the company's proprietary database system
- Created and maintained Access2000 database applications for Sales/Marketing Department
- Set-up, installed, and maintained the hardware/software for all workstations
- Monitored and supported the corporate network

June 1998 to February 2000**Planit-Autograph***Customer Service Team Leader, Trainer, and Network Administrator*

- Organized and implemented a new training program for the company's software products
- Trained customers to better utilize the design software
- Trained and supervised several Call Center/Help Desk Specialists
- Maintained the UNIX web and mail servers
- Maintained a 30+ Microsoft NT workstation network
- Organized and wrote HTML code for the corporate website

April 1998 to June 1998**New Horizons Computer Learning Center***Trainer*

Taught a wide variety of computer applications:

- Microsoft: Windows 95, Office 97
- Lotus 1,2,3/97
- Internet: FrontPage 98, Netscape 4.0, Internet Explorer 3.02 and 4.0

July 1997 to April 1998**Mikrotec Internet Services***Technical Support Specialist*

- Provided phone and email support for Internet applications
- Maintained support department intranet and internet web pages

Sales/Marketing Agent

- Developed an agent referral program to increase Sales staff
- Marketed Internet services and Internet applications
- Worked on the design and content of the corporate Intranet and Internet web site
- Wrote and edited the corporate newsletter

April 1996 to December 1996**MTV Networks***Technical Specialist*

- Developed web pages for VH1 using HTML
- Marketed a VH1 show via the Internet
- Networking for major television production coverage
- Email management for VH1 and MTV

EDUCATION

1989-1995	University of Kentucky Ph.D., Microbiology and Immunology	Lexington, KY
1983-1987	Centre College B.S., Biology	Danville, KY

PRESENTATIONS

- **KACTE** April 2006: Teacher Quality Enhancement Grant/Technology Strand: Lessons Learned
- **AACTE** February 2006 San Diego, CA: Collaboration for Success on NCATE Standard 2: Promoting Statewide Use of Data System Technology
- **AACTE** February 2004 Chicago, IL: Developing a Cutting Edge Teacher Data System: Projects and Visions in Kentucky
- **KACTE** April 2004: Teacher Quality Enhancement Grant/Technology Strand: Goals
- **NASDTEC** June 2004 Pittsburg, PA: Kentucky's Bi-Directional K-16 Data Transfer System

- **AACRAO Technology Conference** October 2004 Newport Beach, CA: A KENTUCKY XML DATA COLLECTION EFFORT: A development tale of smooth sailing on choppy seas

(b)(6)

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1235-Kentucky_BUDGET NARRATIVE 9-25.pdf

Budget Narrative

The Commonwealth of Kentucky is requesting a total of \$ 2,878,373.00 to be expended over a period of three years as presented in the budget form contained in this application (ED 524).

The various components of this proposed project are dependent upon each other for the creation of the P-20 data warehouse. The budget assumes that 20% of the work represented by the project would be needed to add the additional K-12 data sources. This is based on the fact that the K-12 SLDS (KIDS) is already established and that core personnel costs from KDE will be borne by a separate operational budget outside the scope of this grant proposal. It further assumes that 80% of the work represented by the project will be the addition of educator preparation and certification data, expanded K-12 data, pre-school data, postsecondary and other data as applicable to the shared repository.

1 - Personnel Costs

The personnel costs associated with this project will be divided among the three agencies (KDE, CPE, EPSB) per identified needs and will be contractual in nature, therefore included in the contractual category of financial expenditures. Funds are not being requested to support existing positions in these participating agencies.

2 - Fringe Benefits

No fringe benefits are anticipated as personnel will be hired as contractors.

3 - Travel

An average of \$6,000 per year is expected for travel expenses based on previous travel requirements for the initial SLDS grant.

4 - Equipment

The establishment of the P-20 data warehouse will require approximately 9 servers and a single direct attached storage device. Additionally, approximately 3 laptops may be needed for contractor personnel. This is an estimate and will be refined during the planning cycle of Phase I. The anticipated cost of computer hardware and related equipment used to house the P-20 data warehouse is \$55,000 to be expended during the first phase of the project. Additional equipment such as individual servers for the partner agencies to accommodate additional data collection and storage at the agency level and upgraded laptops for project managers is also included at an additional cost of \$30,000.

5 - Supplies / Software

General and administrative supplies are estimated to be \$2,000 per year and will be prorated among the participating agencies depending upon the need for additional resources to support the project. A one time expenditure of \$29,000 is estimated during the first year for operating system and database software.

6 – Contractual

Contractual costs are made up of three general areas: contractual personnel costs; contractual fees for a 3rd party vendor, or multiple vendors, to develop the P-20 data warehouse; and hosting services provided by the Commonwealth Office of Technology or similar entity. The total of these combined costs are 913,700 for year 1 (phase I); 1,104,400 for year 2 (phase II); and, 624,800 for year 3 (phase III).

Kentucky will contract with technical resource personnel to be placed across the three agencies as necessary for implementing this unique cross-agency initiative to successfully plan, analyze, develop requirements for, develop design for, and actually modify the feeder systems that will pipe data into the P-20 data warehouse. The personnel estimates are based on a contractor rate of \$120K per year per FTE. Care has been taken to budget for these FTEs only when their work is actually anticipated, therefore, the personnel costs for year 1 are estimated at \$60,000 and \$420,000 each for years 2 and 3.

Program Manager, (1)

Fulltime position (100% FTE)

The project will be managed and coordinated by a full time Program Manager that will report to an entity outside of the KDE, CPE, and EPSB. The Program Manager's responsibilities will include overseeing and helping to ensure that the overall project and project activities required to be completed by the vendor and agency project personnel, are completed on time within budget and adhere to high quality standards that meet the Commonwealth's expectations.

Agency Product Managers (1)

Part time position (50% FTE)

One individual from each of the three agencies will serve as owners and leaders of the non-IT aspects of the project. These Product Managers responsibilities will include serving as a primary spokespeople and communicators for the P-20 project vision from the respective agencies and working jointly with the Program Manager to resolve project issues/decisions.

The Product Managers for this grant will be Robert Hackworth for the Kentucky Department of Education, Charles McGrew for the Kentucky Council on Postsecondary Education, and Dr. Melissa Miracle for the Kentucky Education Professional Standards Board. Robert and Charles are full time employees with

their respective agencies. Dr. Miracle is currently a part-time contract employee with the EPSB. In order for each agency to have adequate representation on the grant, a 50% FTE will be required from the grant to supplement Dr. Miracle's current contract. This requirement will be sustained throughout the 3 years of the grant.

Agency Technology Staff *(the equivalent of 1 FTE for each agency)*

Each agency involved in the deployment of this grant will require some additional support to complete year 1 and year 2 of the P-20 warehouse project. The projected costs will be the equivalent of 1 FTE for each agency based on a contractor rate of \$120K per year per FTE. Depending upon the structure in place at each agency at the time of the grant award, the funding for each individual agency may be altered to best meet the needs of each partner.

Estimates for 3rd party vendor services are based on a time and materials model and include the following roles at a fully burdened contractor rate of \$120K per year. The cost of 3rd party vendor time and materials costs are \$460,000 for year 1, \$500,000 for year 2, and \$500,000 for year 3. The following are the estimated time and materials estimates for 3rd party vendor services:

Vendor Project Manager, (1)

Fulltime position (100% FTE)

The vendor project manager will manage and coordinate all activities of the vendor team, will act as the single point of contact between Commonwealth P-20 project personnel and the vendor team, and will define, plan, and oversee work specific to the vendor's activities. The current expectation is that this position will be held for the entire 3 years of the grant.

Vendor Business Analyst, (1)

Fulltime position (100% FTE)

The vendor Business Analyst will liaise between vendor project personnel, users, and Commonwealth stakeholders not directly part of the project to elicit, analyze, communicate and validate requirements for the P-20 solution. The current expectation is that this position will be held for the entire 3 years of the grant.

Vendor Database Analyst, (1)

Fulltime position (100% FTE)

The vendor DBA will plan, develop and troubleshoot database and table architectures required to receive data from the individual agencies and will be responsible for the performance, integrity and security of the shared P-20 databases and tables. The current expectation is that this position will be held for the entire 3 years of the grant.

Vendor Business Intelligence Architect, (BIA) (1)

Fulltime position (100% FTE)

The vendor BIA will, for the P-20 data warehouse solution, provide a comprehensive BI Solutions Architecture, design and develop BI framework models, reports, and analytic cubes. The current expectation is that this position will be held for the final year of the grant.

Vendor Test Lead (1)

Part time (25% FTE)

The vendor test lead will plan, organize and lead testing efforts for the P-20 data warehouse solution and will develop test plans, develop use case scenarios, develop test cases, document test cases, and oversee and carry out system, user and performance testing. The current expectation is that this position will be held for the final year of the grant.

As indicated above, contractual costs contain hosting services provided by the Commonwealth Office of Technology. These services include equipment procurement activities, setup/installation, system and security configuration, upgrades/patch maintenance, intrusion prevention/detection, performance monitoring/alerting, basic database management, change control, access to the Commonwealth Service Desk, and data backups. The estimates for these costs are \$13,700 for year 1, \$54,400, for year 2, and 54,800, for year 3.

8 - Other

This category of expense is made up of facilitated training expenses and miscellaneous costs. Facilitated training expenses are anticipated during the final phase of the project, at an estimated cost of \$30,000. Miscellaneous costs such as increases in materials and equipment, supplies, on-line services, etc. are factored in at \$20,000 per year prorated among the participating agencies depending upon where the costs occur.

Indirect Costs

Indirect costs based on a factor of %14.1 for personnel, supplies/software, and travel are estimated at \$5,217.00 for year 1, \$1,128.00 for year 2, and \$1,128.00 for year 3.