

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

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100024**

Closing Date: DEC 04, 2009

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**Application for Federal Assistance SF-424**

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
12/3/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Kansas Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
481124839	879897098

**d. Address:**

* Street1:	120 SE 10th Avenue
Street2:	
* City:	Topeka
County:	
State:	KS
Province:	
* Country:	USA
* Zip / Postal Code:	66612

**e. Organizational Unit:**

Department Name:	Division Name:
Information Technology	Fiscal and Administrative Services

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

Prefix:	* First Name:	Kathy
Middle Name:		

\* Last Name: Gosa

Suffix:

Title: Director of Information Technology

Organizational Affiliation:

\* Telephone Number: (785)296-1723 Fax Number: (785)296-1314

\* Email: KGOSA@KSDE.ORG

**Application for Federal Assistance SF-424**

Version 02

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

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

ED-GRANTS-072909-001

Title:

Statewide Longitudinal Data System Recovery Act Grants CFDA 84.384A

**13. Competition Identification Number:**

Title:

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

Schools and School districts

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

Unifying Data Systems to Support Systemic Change in Education

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: KS-02

\* b. Program/Project: KS-ALL

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 5/1/2010

\* b. End Date: 4/30/2013

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

a. Federal	\$ 3283030
b. Applicant	\$ 1122667
c. State	\$ 0
d. Local	\$ 0
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 4405697

**\* 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: Mrs. \* First Name: Kathleen  
Middle Name:  
\* Last Name: Gosa  
Suffix:

Title: Director of Information Technology

\* Telephone Number: (785)296-2317 Fax Number: (785)296-1413

\* Email: KGOSA@KSDE.ORG

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

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Kansas 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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 17.1%

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

[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 17.1%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Kansas 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	\$ 724,774	\$ 548,444	\$ 402,241	\$ 0	\$ 0	\$ 1,675,459
2. Fringe Benefits	\$ 207,576	\$ 156,684	\$ 114,048	\$ 0	\$ 0	\$ 478,308
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 32,250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 32,250
5. Supplies	\$ 20,195	\$ 18,785	\$ 17,915	\$ 0	\$ 0	\$ 56,895
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)	\$ 984,795	\$ 723,913	\$ 534,204	\$ 0	\$ 0	\$ 2,242,912
10. Indirect Costs	\$ 137,871	\$ 101,348	\$ 74,789	\$ 0	\$ 0	\$ 314,008
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,122,666	\$ 825,261	\$ 608,993	\$ 0	\$ 0	\$ 2,556,920

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Kathy Gosa

**Title:** Director of Information Technology

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

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kathy Gosa Title: Director of Information Technology Applicant: Kansas Department of Education Date: 12/01/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

Kansas Department of Education
--------------------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix:	First Name: Kathy	Middle Name:
---------	-------------------	--------------

Last Name: Gosa	Suffix:
-----------------	---------

Title: Director of Information Technology
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Signature: _____	Date: 12/01/2009
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ED 80-0013

03/04



# Project Narrative

## Project Narrative - Project Abstract

### Attachment 1:

Title: **Unifying Data Systems to Support Systemic Change in Education** Pages: **1** Uploaded File: **P:\2010 LDS Grant\Final Docs\PDF\Abstract 2010 grant.pdf**

## **PROJECT ABSTRACT**

### **UNIFYING DATA SYSTEMS TO SUPPORT SYSTEMIC CHANGE IN EDUCATION**

Front page headlines in a recent Sunday paper read: “Changing demographics challenge educators”; and, “Regents propose higher targets: Following the governor’s lead, Board wants to increase retention and graduation rates at state universities.” The stories behind the headlines indicate not only the importance of education to the people of Kansas, but also the importance of data systems that can show trends and evaluate progress toward goals. Kansans want every child to have the opportunity to receive a research-based curriculum, effective instruction, and interventions at the earliest identification of need, but they have many questions about how to make these things happen. The 2010 LDS data grant will allow Kansas to answer questions by fulfilling its vision: create a unified P-20 system with linkages to workforce data and to other data systems that can be accessed by multiple audiences and can help inform policy and practice.

Through this LDS data grant, Kansas will expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies. Connections between the state’s two education data systems and with the Department of Labor data systems and those of other state agencies will be enhanced; the scope of postsecondary education data collections will be expanded; a statewide educator evaluation system will be implemented and the educator data collection system will be expanded to include additional indicators; a formative assessment system will be implemented and the PK-12 student data collections will be expanded to include those results, behavior data, and early childhood program and assessment data; the eTranscript initiative will be expanded to include college to college transfers; and a partnership of Midwestern states will implement a multi-state student locator framework for finding students that “drop out” of the state system. The grant will help Kansas improve access to education data, since resources will be used to develop a Collaborative Workspace linked to a Unified Standards Management & Reporting System, providing educators with targeted instructional resources for the students in their classes. In addition the Educator Career Pathway Performance & Planning system will provide appropriate portals to educator data for a number of stakeholder groups. The grant will help Kansas promote district focus on school improvement because funds will be used to develop the Unified Accountability and Planning System that leads to a unified school improvement plan. Finally, the grant will enable Kansas to build the capacity of educators to effectively use the integrated data presented by the systems because funds will be used for professional development, formative grant activity evaluations, and sponsored research.

The grant will enable Kansas to enhance elements already implemented and address capabilities not yet completed. This includes enhancing the link between the PK-12 and higher education data systems; providing more complete information regarding the extent to which students transition successfully from secondary school to postsecondary education, including enrollment in remedial coursework; providing additional information to address alignment and adequate preparation for success in postsecondary education; enabling education stakeholders to examine student progress and outcomes over time; facilitating the exchange of data among agencies and institutions within the State, and between States; enriching the availability and use of integrated information about teacher certification and teacher preparation programs; enabling access to reports for parents, teachers, and administrator on the achievement of their students; and enhancing the ability of the state to meet reporting requirements, including those related to progress on the metrics established for the SFSF. All grant activities will integrate and unify information, enabling stakeholders to make better decisions about Kansas education.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **30** Uploaded File: **P:\2010 LDS Grant\Final Docs\PDF\Project Narrative.pdf**

## **PROJECT NARRATIVE**

### **UNIFYING DATA SYSTEMS TO SUPPORT SYSTEMIC CHANGE IN EDUCATION**

There are two boards that oversee Kansas education: the Kansas State Board of Education (KSBE) and the Kansas Board of Regents (KBOR). KSBE's primary functions are to accredit approximately 1600 schools in 295 public, 20 private, and 8 state PK-12 school districts (enrolling 465,000 students); license PK-12 educators; fund PK-12 schools; and provide leadership for the improvement of public education. KBOR administers postsecondary education in the state, governing six state universities and supervising 19 community colleges, six technical colleges, and a municipal university. KSBE and KBOR are partners in the development of the state's preschool through college and/or work data system. The P-20 Council, convened by the Governor, functions to identify and recommend policies to KBOR and KSBE that ensure the smooth transition of students from high school to postsecondary education.

The vision of the two state education agencies is to create a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice. Although the system will support education accountability and state and federal reporting, meeting accountability requirements will be only one of many functions of the system. Longitudinal data will assist with such things as identifying early childhood programs that are associated with strong school readiness outcomes, assessing student progress and learning needs, identifying factors that correlate with persistence in school, improving instruction, determining priorities for allocating resources, identifying effective teacher preparation programs, identifying factors that best prepare students for entry into postsecondary education and the workforce, and identifying factors related to success in higher education. The existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection system, postsecondary data system, teacher resource libraries, and Educator Data System will be enhanced to help accomplish the vision.

#### **a. Need for Project**

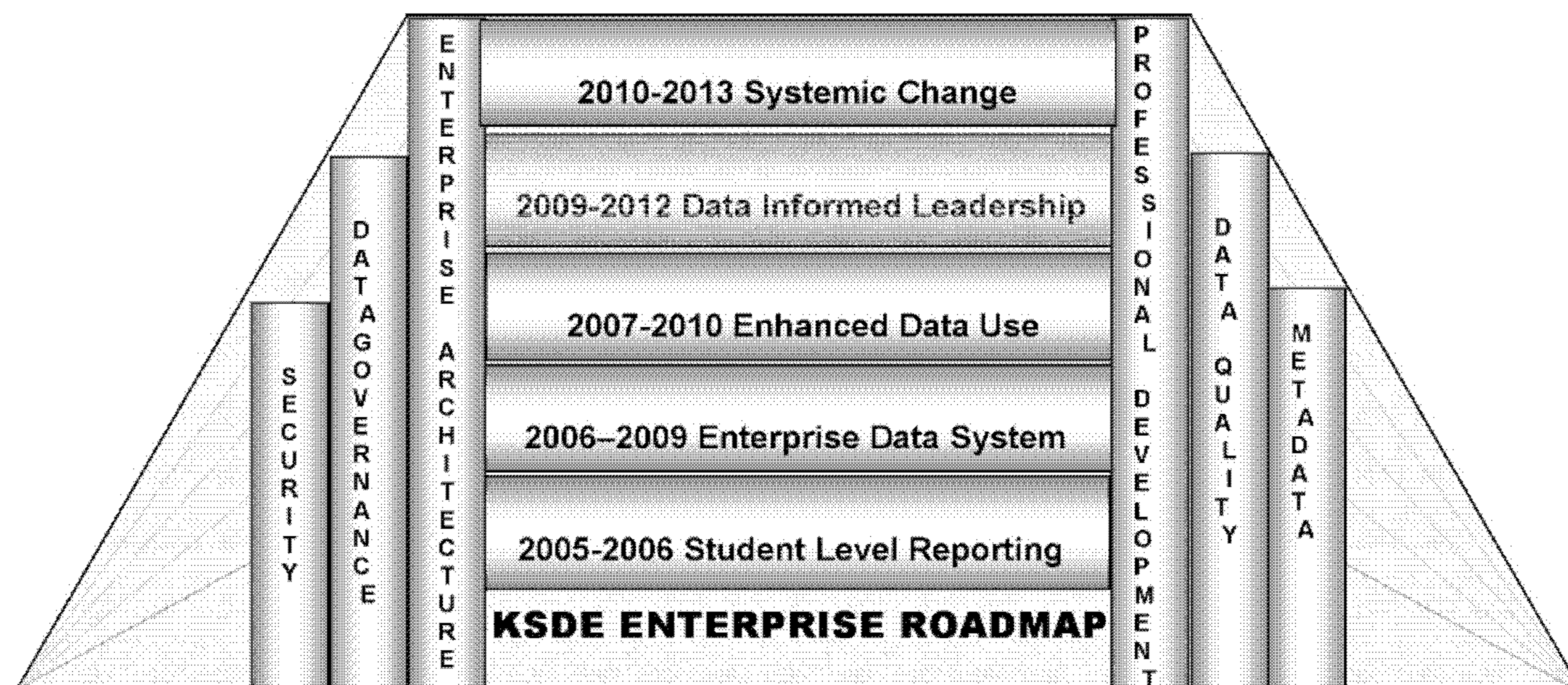
##### **Current Capacity**

As described in Appendix C and summarized below, the Kansas State Department of Education's (KSDE's) data system meets all Required Elements specified by the America Competes Act, with the exception of two: *matching teachers to students* and *student level transcript information with courses completed and grades earned*. Work on these two Elements is in progress and is funded by a 2009 IES SLDS grant. In addition, KSDE's data system includes three of the required Capabilities: *enabling the matching of teachers with information about their certification and teacher preparation programs and the institutions at which they received their training*; *ensuring the quality and integrity of data contained in the system*; and *providing the state the ability to meet reporting requirements for metrics established for the State Fiscal Stabilization Fund (SFSF) and for EDFacts data collection*.

Beginning with the 2005-2006 school year, KSDE implemented Kansas Individual Data on Students (KIDS), a data system for assigning and tracking unique state student identifiers (SSIDs) and for collecting individual student data based upon the SSIDs. KIDS collection includes demographic, enrollment, program participation, exit, performance, and accountability indicators. District funding, state and federal reporting (EDFacts), state assessments, and school accountability and accreditation are all longitudinally linked based upon the individual student data schools submit to KIDS. The assessment management system includes SSIDs of students

not tested, by grade and subject. Training and technical assistance are provided to districts so that 100 percent of accredited (public and private) schools are included in KIDS. KSDE works closely with student information system vendors, including frequent communication and a vendor certification program, to decrease the burden of student data collection on school districts. With funds from a 2007 IES SLDS grant, KSDE contracted with Edustructures, Inc. to implement a SIF-based student locator framework (SLF) to automate the assigning and tracking of SSIDs. After a successful pilot, additional districts are being enlisted to implement the SLF.

**Diagram 1: KSDE Enterprise Roadmap**



In 2006, the state legislature awarded \$2.4 million to KSDE for a 3-year initiative to develop an Enterprise Data System (EDS). Master data management processes were implemented to ensure consistency of key data across operational systems, facilitating successful and complete reporting of EDFacts data. In addition the EDS provides a longitudinal connection of data through time and across programs by integrating and loading data from existing source collection systems (e.g., KIDS, Organization, Assessment, Accountability, Migrant, Special Education, Career and Technical Education, Educator, and Finance systems) into an Enterprise Data Warehouse (EDW). The initiative was completed in September 2009. The EDS provides a solid foundation for continuous expansion and enhancements to Kansas education data. With funds from a 2007 IES SLDS grant, KSDE selected Microsoft SharePoint and PerformancePoint as its BI platform. Through use of the platform, KSDE has implemented and provided access to data marts for several education stakeholder groups. BI solutions currently implemented include Organization and Accountability data marts, providing historical information for KSDE staff; and a de-identified longitudinal student data mart to fulfill data and research requests by internal and external stakeholders. In addition the SEEK (System for Education Enterprise in Kansas) dashboard, providing a flexible graphical presentation of important key performance indicators and the capability to drill down to individual student data, has been developed and is being rolled out to school and district administrators.

KBOR's unit record database, the Kansas Postsecondary Database (KSPSD), is supported by statutory mandate and was first implemented during the 2003-2004 academic year. KSPSD

supports data driven policy decisions by Board members and provides staff with data for policy development and implementation. Goals of the system include developing & enhancing analytical and research capabilities for KBOR and conducting longitudinal studies about how state policies affect postsecondary education and about how Kansas economic and demographic trends impact accessibility & affordability of postsecondary education. The system includes student-specific demographic variables, enrollment patterns, performance and accountability measures, and programs of study. As data enhancements have been made at KBOR, KSPSD has been rolled into the Kansas Higher Education Data System (KHEDS).

Using funding from the 2009 IES SLDS grant, KSDE linked ACT data to SSIDs and loaded this student level college readiness data into the EDW. In addition, KSDE and KBOR established the capacity to link their individual student data systems by implementing a process for matching postsecondary student IDs with K-12 SSIDs and storing those matches in the EDW, linked with anonymous IDs. These linked data stored in the EDW enabled implementation of the P20 data mart, including (anonymous) longitudinal student data linked from PK through postsecondary education. The P20 data include such things as state assessment results, ACT results, postsecondary education remediation needs, student demographics, high school from which student received diploma, type of diploma received, and year of high school graduation. In addition, the P20 data mart enables the study of alignment of K-12 education with expectations of postsecondary institution faculty and will provide required information for reporting progress on the metrics established for the SFSF. (See the Enterprise System Design 2009 graphic in Appendix A for an overview of the current status of the Kansas longitudinal data system.)

In 2006, with funds from an NCES Task Order, KSDE initiated the Data Quality Certification (DQC) program providing targeted professional development and recognition for school and district staff who enter data into the local student information systems and submit data to KIDS. These initial Data Entry and Data Coordinator tracks were targeted at improving the quality of data at the source and were extremely well received by participants. With funding from a 2007 IES SLDS grant, the DQC Task Force expanded the DQC program to include professional development tracks for Administrators, Assessment/Accountability Coordinators, and Enrollment/Transportation Coordinators as well as recertification tracks for all areas. The KSDE DQC tracks have been well attended and enthusiastically embraced by school and district staff, and preliminary analysis indicates that the quality of data submitted has shown significant improvement. Studies are underway to evaluate the degree to which the program improves data quality as well as to inform future expansion of the DQC program. Additional funding from the 2009 IES SLDS grant will allow KSDE to develop concentrations for Special Education, English Language Learner, Migrant, and Career and Technical Education, which can be combined with any KSDE DQC track. KBOR received funds from the 2009 IES SLDS grant to develop a DQC program for Kansas postsecondary institutions, which will target specific data quality issues identified in a 2008 pilot study of integrating K-12 and postsecondary data.

KSDE's data collection and reporting system includes a number of validity and edit checks to ensure quality and integrity, and data cannot be submitted until it passes these checks. Also, as part of the data submission process schools and districts are provided with tools for reviewing and analyzing their own data before submitting them to KSDE. These tools include aggregate data with drill down to individual student data, business rules, calculators, and specific "how to check" guidance. In addition, KSDE program staff compares data submitted by schools to

previous years' data and contacts the schools when a discrepancy exceeds a designated threshold, providing the schools with information to validate the quality of their data.

To assess the quality, validity, and reliability of the data, KSDE's Data Governance Board, through its Data Audit Program, directs the completion of annual statistical audits of data submitted by districts to determine potential errors and discrepancies. Identified issues can result in additional edits in the collection systems, targeted assistance to the schools, enhancements to KSDE's communication and training, and implementation or modification of policies. Each district can access its Data Audit results to inform needed system improvements; and the results are used as a component of targeted data quality training for participants in the DQC program described above. In addition, KSDE's fiscal audit staff performs in-person audits of data submitted by each school. KSDE's data system includes an Auditor application that provides the auditors' online access to individual student data submitted via KIDS, enabling them to compare the individual student demographic, enrollment, and program participation data submitted to the actual records of the school. Error resolutions are submitted to KSDE's KIDS system as audit records, and the data automatically update appropriate reports.

With funding from a 2007 IES SLDS grant, KSDE implemented an educator ID (EID) system and assigned unique identifiers (not SSNs) to all licensed educators in Kansas. The licensure and educator assignment systems were modified to include the EIDs, and an Educator Operational Data Store (Educator ODS) was implemented to integrate the educator assignment and licensure data, simplifying reporting and data comparisons. Through the ODS, links can be made between individual educators and the preparation programs that the educators completed.

The 2007 IES SLDS grant also provided funds to allow KSDE to establish a state task force and, working with ESP Solutions, implement state course codes based on the National Center for Education Statistics (NCES) Secondary School Course Classification System. The Kansas Course Code Management System (KCCMS) was developed and implemented to enable districts to link to the state course codes. In the 2009-10 SY, all districts will use KCCMS to submit and map their local K-12 course data to the Kansas Course Codes and will report individual staff assignments to KSDE based on Kansas Course Codes. In addition, KSDE is developing a student course completion collection system, to be integrated with KIDS. In spring 2010, pilot districts will begin submitting student course data using Kansas Course Codes. All districts will submit student course data starting with the 2010-11 SY. At that point, KSDE will have the ability to tie individual teachers to students, using course codes.

With funds from a 2009 IES grant KSDE contracted with Docufide, Inc., to implement electronic transcript /student record exchange (eTranscripts) between K-12 districts and from K-12 to postsecondary institutions. The solution is based on SIF and PESC standards, and rollout has begun. By spring 2010 minimal transcript and student record data elements will be determined, postsecondary institutions will be signed up to receive eTranscripts, and pilot districts will begin sending eTranscripts and student records. Full implementation is expected by spring 2012.

With initial funds from a 2007 IES grant and additional support from a 2009 IES grant, KSDE established the Kansas Education Data Users Consortium (KEDUC), a partnership with KBOR, KU, and K-State to advance the state's capacity for education research. The KEDUC partnership has developed a statewide research agenda as well as policies and procedures for conducting KEDUC supported research; and professional development modules related to use of research for education program improvement are being developed. KEDUC also encourages researcher/ practitioner partnerships to make research more relevant to practitioner needs.

KSDE and KBOR realize the importance of allowing important questions related to policy and practice to be answered through data, integrated across agencies. Therefore, they created the Kansas Connected Systems Committee, composed of representatives from most state agencies in Kansas, to discuss data sharing needs, data security, interagency agreements, and data governance issues. The discussions informed the writing of this proposal.

Kansas has relied on available national standards and guidelines--including those outlined in NCES Forum products, ED Facts specifications, SIF, and PESC--to guide development of its education data initiatives. For example, Kansas based its Metadata 101 class on the *Forum Guide to Metadata*; its Data Quality Certification program on the *Data Quality Curriculum* as well as *Building a Culture of Data Quality*; its Kansas Course Codes on the *Secondary School Course Classification System*; and its KIDS Collection System on *Accounting for Every Student*, *Education Indicators*, and *Managing an Identity Crisis*. Both the KIDS Student Locator Framework and the eTranscript solution are SIF-enabled, and KSDE is researching appropriate SIF standards for implementation of student course collection. Kansas is a proponent of national data standards, and KSDE staff participates and provides leadership on numerous national working groups, task forces, and committees. KSDE is viewed as a leader in several data system areas and has hosted state visits and openly shared with other states regarding ED Facts reporting, master data management, data governance, data quality, and P-20 collaboration. Kathy Gosa, KSDE's Director of IT, is participating on the NCES National Data Standards committee and is the Chair-elect of the NCES Forum and the EIMAC Longitudinal Data System subcommittee. Kansas will continue to use Forum products and other national data standards to inform development and ensure that our data systems are consistent with data initiatives in other states; and it will actively participate and provide leadership in national efforts to ensure data standards build on what is already in place, are feasible, and are technically excellent.

### **Capabilities/Elements To Be Addressed**

As can be seen in Appendix C, Kansas is well on its way to accomplishing the 12 Required Data System Elements and 7 Required Data System Capabilities. The current grant will be used to address the following elements/capabilities as well as to enhance the usability of the data system. Specifically the activities of the grant will—

- Expand the unique statewide student identifier system to the postsecondary education systems (Outcome IA Activity 1);
- Expand the student groups for which student-level enrollment, demographic, and program participation information is collected and collect additional enrollment and demographic fields (Outcome IA Activities 4,6; Outcome IB Activity 4; Outcome ID Activity 1);
- Expand student-level transfer & completion data to include out-of-state & private institution transfers & completions (Outcome IA Activity 2; Outcome IB Activity 4; Outcome IE);
- Enhance the capacity of the PK-12 data system to communicate with the higher education data systems (Outcome IA Activity 1);
- Provide more complete information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework (Outcome IA Activity 2; Outcome IB Activity 4);
- Provide additional information determined necessary to address alignment and adequate preparation for success in postsecondary education (Outcome IA Activity 5; Outcome IB Activities 1,4; Outcome IID Activity 1);

- Enable education stakeholders to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces<sup>1</sup> (Outcome IA Activities 3,4,5; Outcome IB Activities 1-4; Outcome ID, Activities 1-3; Outcome IIE Activities 1-3; Outcome IIIA Activities 1-3; Outcome IIIB Activity 3);
- Enable the exchange of data among agencies & institutions within the State and between States so that data may be used to inform policy & practice<sup>1</sup> (Outcome IA Activities 6,7; Outcome IE Activities 1-2; Outcome IIB Activities 1-4; Outcome IIIB Activity 3);
- Provide teachers access to their students' data by building on the ability to match teachers and students (Outcome IIA Activities 3-7);
- Enrich availability and use of data obtained from matching teachers with information about their certification and teacher preparation programs (Outcome IB Activities 3,4; Outcome IC Activities 1-3; Outcome IIB Activities 1-4);
- Enable reports to be easily generated for parents, teachers, & administrator on achievement of their students and provide training on the use of reports (Outcome IIA Activities 1-7; Outcome IIC Activities 1-3; Outcome IIE Activities 1-3; Outcome IIIA Activities 1-3); and
- Enhance the ability of the state to meet reporting requirements of the Department, especially reporting requirements related to state progress on the metrics established for the SFSF (Outcome IC Activity 3; Outcome IID Activity 2).

In addition, the grant will further research related to school improvement efforts and evaluate the impact of data activities, occurring not just in Kansas but in many states, on student outcomes (Outcome IIIB Activities 1-2).

**(b) Project Outcomes Related to System Requirements and Implementation**

The Kansas Education Improvement Process was developed to meet the following goals:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Leaders at all levels take responsibility for the learning of every student in their schools/districts

To achieve these goals, continuous improvement processes within the model are meant to help educators collaborate to gain knowledge/expertise in effective practices; use academic and behavioral data to inform instructional decisions; and evaluate the effect of their decisions on student learning. Currently the model requires that educators look up and enter data on paper or electronic spreadsheets to identify needs, search for effective practices and/or programs to meet the needs, determine and provide needed professional development, and develop local systems for evaluating the practices and/or programs. A process for summarizing data and results across schools and districts for use by policy makers, using the model as the framework, does not exist.

State agencies, particularly KSDE and KBOR, have data that could be extremely valuable to schools as they implement the Kansas Education Improvement Process; and additional data collections are planned. However, all of these data without an organizing framework can over-

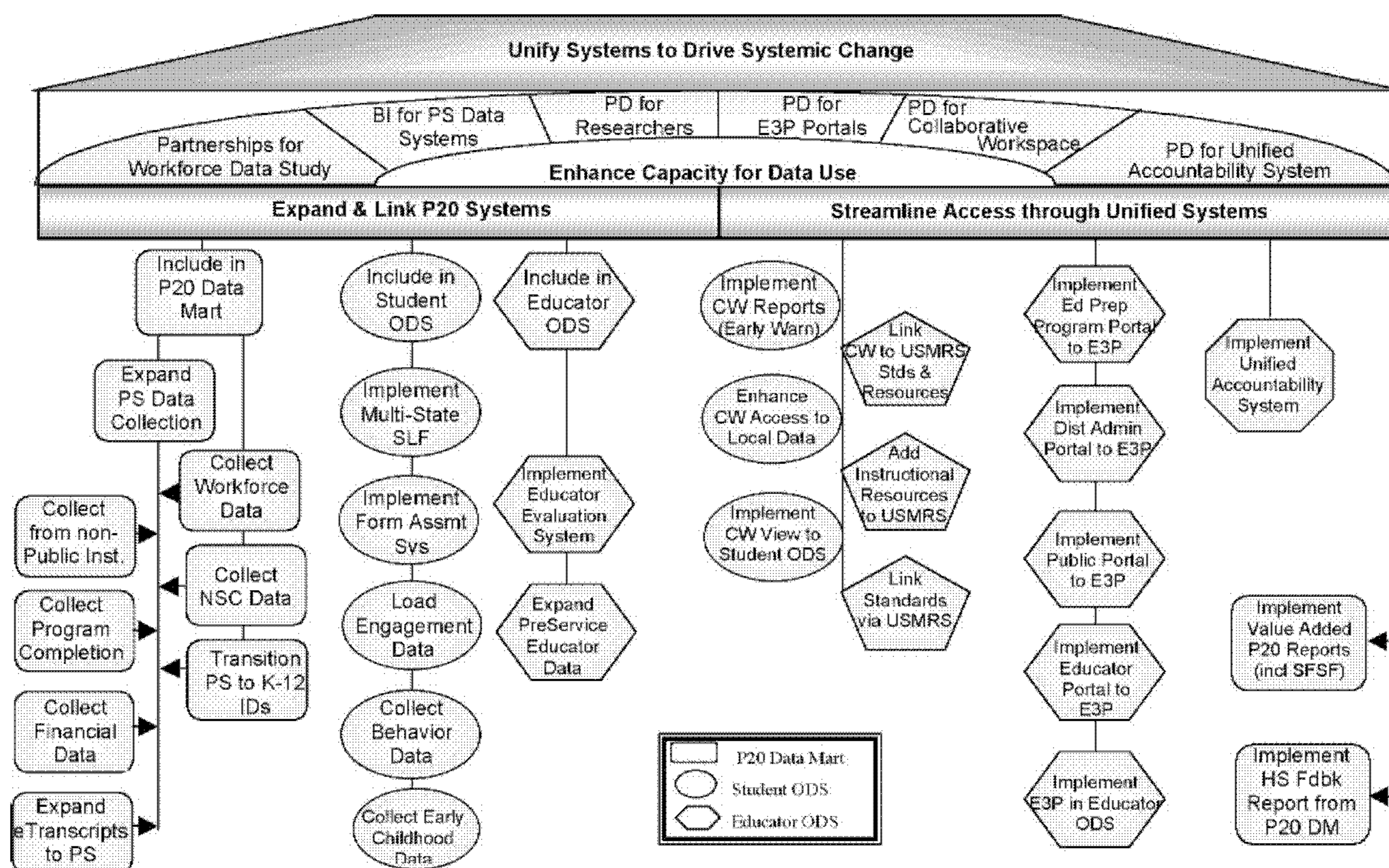
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<sup>1</sup> *Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.*

whelm users instead of helping them. Activities of this grant will integrate and unify the data interface for educators and policy makers and will implement a framework for using the data. (See Enterprise System Design 2013 in Appendix A for an overview of the impact of grant activities on the Enterprise Data System.) Activities will also help make connections for educators and policy makers so that the data provided are truly helpful information.

Proposed grant activities are organized under the Data Quality Campaign's three Actions for States: (I) Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies. (II) Ensure that data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement. (III) Build the capacity of all stakeholders to use longitudinal data for effective decision making.

**Diagram 2: Grant Proposal Overview**



**I. Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies.**

**Outcome IA:** Enhance data system connections between agencies and organizations, including the Kansas Board of Regents (KBOR), Department of Labor (KDOL), Department of Social and Rehabilitative Services (SRS), and Department of Health and Environment (KDHE).

- Both KSDE and KBOR have data systems that include unique student identifiers, but to establish the P20 connection, core data elements must be manually matched and the linked IDs stored. This is a time-consuming process and results in less than a 70 percent match rate.

- KBOR's adult basic education data system (PABLO) doesn't use the KSDE or KBOR student IDs, so there is no good way to link those data with P20 data. KBOR will adopt KSDE's KIDS Assignment system for KHEDS and PABLO so that one identifier follows the student throughout his/her education career, reducing the effort required for, and increasing the accuracy of, cross-agency links. Completion of this Outcome will streamline tracking of student progress, from preschool through postsecondary school and/or adult basic education.
- Currently, the KIDS/KHEDS link enables identification of students who transition from Kansas PK-12 schools to Kansas postsecondary institutions. In order to establish a more complete picture of how well students transition into postsecondary institutions, and to meet the metrics established for SFSF, high school graduates who transition into postsecondary institutions outside of Kansas must be tracked as well. In addition, postsecondary dropouts must be tracked to determine if they are continuing their education in another state. The National Student Clearinghouse (NSC) provides data and processes for tracking students who attend out-of-state postsecondary institutions. KSDE will contract with NSC to obtain an annual data load of Kansas' students who attend postsecondary institutions outside of Kansas, and these data will be included in the EDW and in KHEDS and made available via the P20 data mart.
  - Employment data are key to understanding the level of alignment of education programs, resources, and incentives with workforce demands. Through an agreement with KDOL, KBOR obtains employment information for graduates of the postsecondary data system. The data are from the unemployment insurance system and include employment status, salary range, and the North American Industry Classification System (NAICS) code. Students who move directly from high school into the workforce without attending postsecondary institutions, adult education students, and students who leave postsecondary education before graduation are not included in the file sent to KDOL. KBOR will work with KDOL and KSDE to develop a process for tracking all students who move from education to work and make the data available via the P20 data mart. KBOR, KSDE, and KDOL will enhance their current agreements and governance structures to address data sharing, confidentiality, and ownership issues.
  - Studies have shown that student engagement in school is critical to academic success. These data are not currently in the EDW, but some engagement data are available from the student survey section of the ACT. Therefore, KSDE will include ACT survey items that measure student engagement in the EDW and make them available through the P20 data mart.
  - The existing P20 data mart has the basic framework for providing cross-agency data to educators and policy makers, but it lacks employment, engagement, and financial aid data, all important to making good program and policy decisions. The P20 data mart will be expanded to include data needed to support metrics required by the SFSF and needed to better inform policy and program decisions.
  - Early childhood education data are collected by a number of state agencies in Kansas, including KSDE, SRS, and KDHE. Data collected by the various agencies differ in level of detail & data elements collected. Even when agencies report they collect the same data element, the data often vary in definition and format. Because it is important to understand an individual's experiences throughout his/her education career, KSDE will work with the Early Childhood Data Group, a subgroup of the State Early Childhood Advisory Committee, to understand the various early childhood data systems within the state, identify data elements that are important to share, and outline a process for enabling such data sharing.
  - Currently, limited data sharing agreements/arrangements exist between KSDE and SRS, the Kansas Bureau of Investigation (KBI), and KBOR; and between KBOR and KDOL. Each

agreement is for a specific purpose (e.g., the KSDE/SRS agreement qualifies students for the free/reduced lunch program and the KSDE/KBI agreement helps locate missing children) and would need to be expanded for the activities proposed in this grant. KSDE and KBOR will work with other agencies to enhance interagency agreements and governance processes that address data sharing, confidentiality, and data ownership issues.

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**Outcome IB:** Expand the scope of the Postsecondary education data systems.

KBOR leaders are building a public agenda for higher education based on five strategic questions: Are our educational systems aligned? Are we satisfied with the level of participation in Kansas higher education? Are we satisfied with our institutional retention and completion rates? Are we satisfied that those who complete our educational programs have obtained the cross-cutting competencies and skills necessary for success in work and in life? Are we aligned with the Kansas economy? This outcome will help answer these questions.

- With 2009 IES grant funds, Kansas is implementing a K-12 to K-12 and high school to college eTranscript initiative. The eTranscript initiative has generated interest in college to college electronic transcripts among Kansas postsecondary institutions, which could make exchange of course information more accurate and consistent. The contract with Docufide, Inc. will be expanded to include college to college eTranscripts, and the Steering & Advisory Committees will expand the scope of their work to include college to college eTranscript transfer.
- Policy makers want to know such things as how much students pay for education, how much debt students have when they leave school, and the impact of education costs and debt on persistence in education and employment choices. KHEDS does not contain all data needed to answer these questions. However, all postsecondary institutions that participate in the federal student financial assistance program are required to report financial data to the Integrated Postsecondary Education Data System (IPEDS)--broken down into categories like state and local appropriations and tuition and fees--that can help answer policy questions. To streamline data reporting and reduce burden on reporting organizations, KBOR will enhance KHEDS by linking and downloading IPEDS surveys. KBOR will integrate data from its own student financial aid data collection with the IPEDS data for reporting purposes, and the integrated data will be available for inclusion in the P20 data mart.
- Licensure/credentialing exams are designed to measure students' readiness to move from education to employment in their chosen fields; and to allow intra- and inter-state comparisons that can be used to evaluate preparation program quality. These data are currently not included in KHEDS. If program completion and licensure/credentialing data for such fields as nursing, engineering, social work, cosmetology, welding, and teaching were included in KHEDS and linked to workforce data, the state could both use the data for program improvement efforts and to determine how well a given exam predicts success in the chosen occupation. Therefore, KBOR will work with postsecondary institutions to develop a process for obtaining program completion data and work with licensure/credentialing agencies to obtain exam data for program completers, and the integrated data will be available for inclusion in the P20 data mart.
- While KBOR currently collects data from all public postsecondary institutions in Kansas, data on students attending independent or private colleges are not captured. Capturing these data would allow the state to more accurately track all students throughout the P-20 system. Because it does not have governance rights over private or independents, KBOR will develop a modified submission system to capture key data on students in these institutions and will build

support for the system by offering the private/independent institutions reports and data access that prove the value of participation.

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**Outcome IC:** Expand KSDE’s educator data collection system to inform teacher quality improvement efforts.

According to Arne Duncan, “*In all but a few states, education schools act as the Bermuda Triangle of higher education — students sail in but no one knows what happens to them after they come out. No one knows which students are succeeding as teachers, which are struggling, and what training was useful or not.*” This statement highlights the importance of tracking teachers. Currently, there is no statewide process in Kansas for capturing information about the type of preservice program a teacher completed, supports offered to new teachers, or evaluations of instructional ability. While individual institutions may collect some of this information about their graduates, sharing of information across the state is limited. Establishing a statewide data collection effort will facilitate teacher tracking and program improvement.

- There can be multiple preparation program types within one institution, so analyzing data by institution does not tell the full story about the effectiveness of preservice preparation. KSDE will work with training institutions to identify and establish common data standards for preservice program types so that outcome data can be disaggregated by program type and can inform institutions and policy makers about the success of various preservice programs in readying teachers for their first assignments.
- Postsecondary institutions and policy makers do not currently have information they need related to level of teacher success in the classroom. Therefore, an online statewide teacher evaluation system will be implemented, based on relevant national guidelines, SFSF metrics, common standards determined by the State Educator Collaboration Compact & feedback from Kansas education stakeholders. The system will include a teacher evaluation instrument and a voluntary teacher survey. Evaluation data will be loaded into KSDE’s EDW & support reporting of metrics required by the SFSF as well as studies of educator success and teacher preparation program effectiveness.
- KSDE has implemented a robust Educator Data System, which facilitates integration of licensure and assignment data. However, preservice and inservice program improvement requires more than data related to areas of licensure and teaching assignments. For example, KSDE is beginning to collect teaching performance information for preservice education students through the Kansas Performance Teaching Portfolio (KPTP). The KPTP is used to collect information about the preservice teacher’s ability to plan instruction, including differentiated instruction; assess their students’ learning; reflect on the effectiveness of their instruction; and modify instruction as needed. Data from the KPTP can be very powerful in determining readiness of a preservice teacher for the classroom and for evaluating preservice programs, but the data are not included in the Educator Data System. Other important data missing from the system are preservice program type and teacher evaluation data. KSDE will enhance the Educator Data System to include preservice program type, KPTP results, and data collected by the statewide teacher evaluation system. Data from the Educator Data System will be made available to researchers and will support the E3P portals discussed in Outcome IIB.

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**Outcome ID:** Expand KSDE student data collection systems to integrate early childhood, formative assessment, and discipline data.

- Preschool children who take part in any KSDE program are assigned a unique SSID, which follows the child throughout his/her education career in Kansas. However, very little information about preschool children or the services they receive is collected or included in the EDW. In addition, very little outcome data are included for students in the primary grades.
  - Currently KELLI, an observation assessment that measures early learning standards, is being used for Four-Year-Old At-Risk students, but only a sample of children in the program are assessed, and data are gathered through paper forms and kept in a standalone database.
  - Variables collected for preschool children who receive special education services are not the same ones collected for children from the Four-Year-Old-At-Risk program.
  - Children of parents in the very popular Parents As Teachers program are not assigned SSIDs; and none of the data collected on the children are included in the EDW.
  - Although the majority of Kansas' schools use the same screening and diagnostic assessments in grades K-2 (e.g., DIBELS), these data are not collected by the state and are usually not integrated with other student data at the district level. Therefore, student outcome data in the state and most district longitudinal data systems begins at the 3<sup>rd</sup> grade level.

Collecting assessment data at the state level for these early grades could improve instruction for young children; and including the data in the EDW would allow progress monitoring through all grades. Therefore, KSDE funded preschool and primary grade data will be captured and integrated with other outcome data to enable districts and the state to make informed decisions about early childhood program effectiveness and to provide student interventions at the earliest indication of need.

- One of the issues with many large scale assessment systems developed by states to meet NCLB accountability requirements is the instructional limitations resulting from over emphasis on summative assessments and failure to "balance" these assessments with formative assessments that provide educators with instructionally sensitive and timely information. Districts recognize the limitations of large-scale state assessments, but many of their efforts to supplement the state accountability system have resulted in a haphazard collection of local options focused on "beating the system" rather than on meeting the needs of the individual learner. In addition, districts with limited resources have not been able to develop any local options. In order to create an equitable system that can (1) provide student achievement information to educators that actually helps them make appropriate instructional and program decisions and (2) still meet federal and state accountability requirements, KSDE will implement a formative assessment system. Formative assessments will be administered online and, to the greatest extent possible, utilize "opportunity to learn" and adaptive technologies. These formative assessments & instructional reports will be made available to all districts along with predictive summative assessment performance level reports that include such things as student growth trajectories.
- Students' behavior is extremely important to their academic success. KSDE has developed and implemented the Kansas Discipline Incident collection System (KAN-DIS), a web-based application that includes SSIDs and is available to schools to record individual student discipline information to meet accountability requirements. However, KAN-DIS is limited to collection of federal or state required discipline data, so reports do not provide a comprehensive picture of the student's behavior; and data that are collected are not integrated with achievement information. KAN-DIS will be expanded to enhance the spectrum of behavior

data collected, provide more effective reporting, and integrate behavior data with achievement data.

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**Outcome IE:** Collaborate with other states in the Midwest to develop and implement a multi-state Student Locator framework.

- Both the National Governors Association (NGA) and the National Graduation Cohort Analysis require states to submit graduation rates utilizing standard definitions. To comply, districts and states must track students who are part of their annual graduation cohort. Schools are penalized if they are unable to document that students have enrolled in another school; and such documentation is difficult to obtain if students enroll in schools in a different state. Federal guidance allows several forms of documentation of enrollment, including whether the student has been reported as enrolled in a state longitudinal data system. Therefore, school districts and states would benefit if a system were developed that could locate students who have moved to a neighboring state, through interacting with the acquiring state's data system. The Midwestern Education Information Consortium (MEIC) – Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota – has a long history of working collaboratively to extend and enhance member states' longitudinal data systems. At its July 2009 meeting, the MEIC states held a discussion that became the genesis for the student locator project proposed in this grant. Missouri, Iowa, Nebraska and Kansas each use the eScholar UniqID product, which positions them well for piloting a multi-state Student Locator framework for MEIC. Over the past seven years, these states have assigned student identifiers to all their K-12 students, none of which are duplicated within or between the states that use the eScholar product. The four states will work with each other and with eScholar to define the procedures and develop the format for accessing partner states' student identifier databases to locate their "lost" students. The long term goal of this Outcome is to track all students who move between states to provide a longitudinal inter-state education record. During this grant period, the goal is to locate students that have been reported as dropouts by districts, but have moved to one of the partner states.

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**II. Ensure that data can be accessed, analyzed and used; and communicate data to all stakeholders to promote continuous improvement.**

**Outcome IIA:** Implement a Collaborative Workspace and reporting system to enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholder groups.

One of the most pressing challenges that educators face is mastering the ability to deliver high quality, developmentally appropriate, engaging, 21st century instruction to every student. The task is less challenging when educators are provided with instructionally sensitive assessments, timely assessment results, and teaching resources that are aligned with academic standards and student proficiency levels. Some districts are better equipped for the challenge than others, but all have room to improve. The following activities build on each other to provide equitable supports to educators.

- Kansas' educators are given academic content standards (math, reading, writing, science, and history/government), Career & Technical Education career clusters, and Kansas 21<sup>st</sup> Century Learner Profiles and asked to integrate them into their instruction. This is a daunting task, with no tools currently available to assist them with mapping the various standards. A Unified Standards Management and Reporting System (USMRS) will be developed to link the standards, clusters, and profiles. It will provide KSDE program staff an easy interface for

adding new standards in all categories, documenting attributes of each of the standards (such as grade level and effective date), and managing links between the various standards. In addition, it will include a flexible reporting system, which will allow program staff, teachers, and other education stakeholders to search for specific standards and to generate on-demand, cross-referenced information regarding the standards.

- In 2005, KSDE developed and implemented the Kansas Educators Resource Center (KERC), a web-based application that provides teachers with a library of instructional materials linked to Kansas academic content standards. It has become apparent that KERC no longer fulfills educator needs. The Career and Technical Education career clusters and the Kansas 21<sup>st</sup> Century Learner Profiles are not included in KERC. KSDE has additional libraries of instructional resources that are located on its website under multiple programs and content areas instead of within KERC. KSDE will integrate the existing KERC resource library with the unified standards in the USMRS; and will include functionality for dynamic linking of additional instructional resources to the USMRS. In addition, USMRS will include functionality to allow educators to submit their own lesson plans and resources online, which can then be reviewed, approved, linked, and added to the USMRS resource library.
- Although unification of standards and the linking of standards to instructional resources can be very helpful to educators, ultimately what is needed is a solution that facilitates the integration of standards, behavior data, assessment data, and instructional resources. KSDE has developed a student operational data store (ODS) that contains student data from KIDS, including demographic, program participation, and historical state assessment data. The ODS will also soon include course completion data. Linking data in the student ODS to standards and instructional resources and then enhancing the student ODS with additional data as they becomes available can meet educator needs. KSDE will design and develop a Collaborative Workspace for educators that will deliver on demand, multiple-format, cross-referenced information. The interface to the workspace will provide authenticated access for a classroom instructor to data for students in his/her classroom, linked to instructional resources and standards available through the USMRS. In the initial phase of the Collaborative Workspace, the student level data will include the KIDS demographic data as well as each individual student's history of results on state assessments – all currently stored in the student ODS. The system will be designed to accommodate future expansion to include student behavior data, formative assessment results, ACT engagement data, and local district data. As data are included in the student ODS, it will be made available to the students' teachers through the Collaborative Workspace.
- The KAN-DIS system will be enhanced through Outcome ID Activity 3 to collect additional behavior data. However looking at behavior & discipline data in isolation of achievement and other data (e.g., engagement in schooling) is of limited value when developing educational plans for students. In phase 2 of the Collaborative Workspace, behavior data will be loaded from KAN-DIS into the student ODS and made available via the Collaborative Workspace so that it can be analyzed with demographic, program participation, and state assessment data.
- Educators are frustrated by the fact that assessment data available to them are typically data reflecting performance on state achievement tests taken six or more months earlier. They need instructionally sensitive and current assessment data as well as data about programs and courses their students have completed. This iteration of the Collaborative Workspace will include information about courses most recently completed, ACT school engagement data, and results from the Formative Assessment System.

- In previous iterations of the Collaborative Workspace, all data have come from the student ODS at KSDE. Local districts have a wealth of additional data which can create a more complete picture of the student and inform the teacher's instructional decisions. KSDE will collaborate with SIS vendors, school administrators, and teachers to identify and standardize data elements and formats for integrating local student data, like daily attendance, into the Collaborative Workspace. Standardization will include using SIF formats wherever possible.
- Integrating data within a Collaborative Workspace does not go far enough in helping educators improve instruction, since few educators have the skill to develop effective metrics and reports from the integrated data. KSDE will enhance the system by including an early warning metric that identifies students who need immediate assistance; teacher and administrator views that make data in the Collaborative Workspace actionable; and teacher & parent report templates.

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**Outcome IIB:** Streamline data access regarding education preparation programs and implement an Educator career Pathway Performance and Planning (E3P) system.

- There are seven states involved in the National Governor's Association's Center for Best Practices Policy Academy on New Models of Teacher Compensation (Arkansas, Iowa, Kansas, Missouri, South Dakota, Utah, and West Virginia). States were selected to be part of the Center and to develop an educator career performance & planning system because they are positioned to undertake this task and have the leadership necessary to make it happen. The states are interested in the project because they do not currently have systems that allow comparisons of their preservice education programs or that provide an understanding of the supports given to novice teachers and the impact of those supports. Kansas will develop its Educator career Pathway Performance and Planning (E3P) system framework, with plans for iterative expansion, using input from districts, preservice training institutions, and the partner states.
- Preservice administrators need to be able to judge the effectiveness of different certification routes and mentoring programs on retaining teachers in the profession and on improving and/or sustaining student achievement. School & district administrators need to know which supports and professional development are most effective in improving the quality of instruction and in retaining teachers. Teachers need a tool that helps them reflect on their professional careers and develop future plans. Parents & prospective teacher education students need to be able to compare teacher education programs before committing to a specific program. Finally, policy makers need to determine which types of teacher preparation programs to support. Currently, these needs are not being met. Kansas will develop E3P views and reports for the roles of teacher preparation institution, school/district administrator, teacher, & the public, and will populate each view with relevant information for the role from the Educator ODS.
- Data collection activities in Outcome IC of this proposal bring KPTP data, teacher evaluation data, teacher survey data, and preservice program type into the Educator Data System and the Educator ODS. These data are of little value until they are integrated with licensure and assignment data and provided to data users in a form that is actionable. Therefore, in phase 2 of E3P, data from the new collections will be included in appropriate E3P views and reports.
- As previously stated, teachers need a tool that helps them reflect on their professional careers & develop future plans. Phases 1 & 2 of the E3P give teachers access to their preparation, licensure, assignment, evaluation, and survey histories. In phase 3 teachers will be allowed to customize their E3P views by adding information about professional development activities and work samples, and by creating personal portfolios that can be shared with potential

employers. Data added to E3P by teachers will not be accessible to other audiences without teacher permission.

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**Outcome IIC:** Implement a Unified Accountability and Planning (UAP) system for state and federally-funded programs to help focus district and school improvement efforts.

- Currently KSDE's accountability planning systems for LEAs participating in state and federal programs (e.g., Quality Performance Accreditation, Title I, Title II, Title III, career and technical education, and IDEA) are not integrated and require redundant, disjointed planning and reporting on the part of districts and schools. These organizations must develop multiple plans without a coherent roadmap for designing or completing the various components of each of the plans. This is very inefficient and confusing and almost always results in plans that are developed just to address accountability requirements rather than to guide what the staff is doing in the schools and districts. KSDE will identify the required components of each accountability system and identify redundancies and conflicting requirements.
- Program staff are often committed to their reports and processes. It will take much planning and collaboration to implement a Unified Accountability and Planning (UAP) system that is acceptable to each program affected, even though an integrated accountability model for school improvement planning will minimize confusion and maximize focus. KSDE leadership will use the documentation of redundancies and conflicting requirements as it works with program staff to develop the UAP. The UAP will be designed to allow districts to easily coordinate current year plans with past years' by showing them prior data as they develop their new plan.
- Although moving to the UAP will allow educators to be coherent in their approach to instructional decisions and their support for initiatives targeting school improvement, it will be a major change for KSDE and district staff. Therefore, professional development will be offered in many formats to enable the staff to use the system effectively.

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**Outcome IID:** Generate new reports from enhanced P20 data mart.

- High schools have long wanted to know how their graduates fare in postsecondary schools and work, but this information has not been available. Through activities of this grant, the enhanced P20 data mart will have the data they need. A High School Feedback Report will be developed, with input from high school administrators and teachers, from data in the P20 data mart.
- Policy makers and the public have many questions related to education. Therefore, additional public reports from the P20 data mart will be designed and implemented, based on stakeholder feedback. In addition, since much of the data needed for reporting SFSF metrics will be stored in the P20 data mart, an SFSF report will be developed and implemented.

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**Outcome IIE:** Create procedures to allow multiple stakeholder groups access to KHEDS postsecondary data.

- No matter how good the data included in a data system, they have little value unless educators, decision-makers, and other stakeholders can access and use them. Currently KBOR staff must create datasets and reports for its stakeholders; and there is limited staff to fulfill data and report requests. KBOR will select BI tools that can be successfully integrated into KBOR's technical infrastructure, including its database management system; and allow agency staff, institutional leaders, policy makers, and the public to access data and generate both static and dynamic reports that are drillable to an individual level.
- When creating data access, it is imperative to keep user needs in mind. The support provided by this grant will allow KBOR to embark on a systematic process to assess needs and design BI tools that meet the needs of multiple stakeholder groups.

- BI tools seldom perfectly match stakeholder needs upon initial development. Evaluations will be conducted to identify needed changes and enhancements to the tools.
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**III. Build the capacity of educators to use the system to develop expertise in effective practices; to use academic and behavioral data to inform instructional decisions; and to evaluate the effect of their decisions on student learning; and build the capacity of other stakeholders to use longitudinal data for effective decision making.**

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**Outcome IIIA:** Train educators to use the Collaborative Workspace.

Multi-Tier System of Supports (MTSS) describes a decision making process used by Kansas schools to provide supports to enable each child to be successful. MTSS encourages a coherent continuum of evidence based, system-wide practices to support a rapid response to student academic and behavioral needs. In the ideal MTSS environment, the leadership team regularly engages in formal problem solving, using district/building site level data which is supported by an agile data/software system providing frequent and up-to-date reports that allow data-based decision making to occur; data are shared with district, building, and community; the leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures to learning; and the assessment system includes universal screening, diagnostic, behavioral, progress monitoring, and outcomes assessment. The Collaborative Workspace planned as an Outcome of this grant will provide the data needed for the MTSS decision making process, but, as suggested by the process description, providing data is not enough to bring about change.

- Training will be designed to encompass both how to use the technical components of the system as well as how to effectively use the data and reports available via the Collaborative Workspace to positively impact the learning of each student. The training strategy will be integrated with the objectives of MTSS.
  - Since not all individuals learn in the same way, multiple training modes will be offered, including online, train-the-trainer, and remote delivery.
  - Regular evaluations will inform needed enhancements to the modules. Evaluation activities will include reviewing and summarizing feedback collected as part of each module as well as through surveys of instructional staff using the Collaborative Workspace.
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**Outcome IIIB:** Support research and the use of research.

- Researchers have historically come to KSDE and/or KBOR to ask for data to support their research. As the state education data become more developed and contain more confidential data, these requests will increase. Therefore, the state education agencies will develop a curriculum that will be mandatory for researchers wanting access to restricted use data. The agencies will work with researchers and university staff, and they will review similar curricula in other states, to outline the specific objectives and content of this training. Appropriate excerpts and materials from the NCES Forum products regarding metadata and data ethics will be included. The training will be offered online and a minimum threshold of competency will be established before access to restricted use data is provided.
- The State of Kansas encourages researchers to use its longitudinal education data to conduct research that is meaningful to practitioners and policymakers. Research is directly supported through the Kansas Education Data Users Consortium (KEDUC), which was established with an SLDS grant to accomplish a state research Agenda, and is indirectly supported through a data request process. Kansas is also exploring avenues for working with the Kansas City Area

Research Consortium (KC-ARC), which is patterned after the Consortium on Chicago School Research (CCSR), to build a culture of research in education. Like CCSR, KC-ARC uses university researchers from multiple disciplines to conduct research that speaks to the central problems with which practitioners and the broader community are grappling; and it helps practitioners use research to manage school improvement efforts. Up to now, Kansas has not used the expertise of KEDUC and KC-ARC researchers to help ensure the success of SLDS work, even though effective completion of the desired SLDS outcomes could dramatically improve education. Therefore, KSDE will offer competitive stipends to KEDUC and KC-ARC researchers for the purpose of conducting formative evaluations of three grant outcomes and presenting back actionable information about outcome progress. The outcomes to be evaluated were selected because they are likely to have the most impact: (1) implement a collaborative workspace & reporting system to enable educators to access, analyze, & use integrated data to support targeted student instruction for school improvement & to easily generate reports for parents & other stakeholder groups; (2) streamline data access regarding educator preparation programs and implement an educator career pathway performance and planning system; and (3) implement a unified accountability and planning system for state and federally-funded programs to help focus district and school improvement efforts.

- The US Department of Labor's Bureau of Labor Statistics (BLS) is the principal fact-finding agency for the federal government in the broad field of labor, economics, and statistics. It provides data on employment, wages, inflation, and productivity and has a comprehensive database on consolidating employment with unemployment data. KBOR will develop a partnership with BLS that will make it possible for Kansas to further examine workforce data, both in Kansas and nationally, in relation to students and graduates from the postsecondary education system. KBOR will also identify uses of the Occupational Information Network (O\*NET Online) tool in looking at career clusters and related workforce data. In addition, since each federal and state labor statistics dataset uses different variables and metrics that need to be defined and crosswalked before they can be used in research, KBOR will contract with the Institute for Social and Policy Research (ISPR) at the University of Kansas to assist with the crosswalks. ISPR brings together social scientists from a broad range of disciplines to pursue and conduct sponsored research at the international, national, regional, state, and local levels. ISPR affiliated faculty represent disciplines such as economics, education, environmental studies, geography, political science, public administration, social welfare, sociology, and urban planning.

(c) Timeline for Project Outcomes (assumes start date of 5/2010)

<b>Goal I. Expand ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies.</b>		<b>Responsibility</b>	<b>Begin-End</b>
<b>Outcomes/Activities</b>			
<b>Outcome IA: Enhance data system connections between agencies and organizations, including the Kansas Board of Regents (KBOR), Department of Labor (KDOL), Department of Social and Rehabilitative Services (SRS), and Department of Health and Environment (KDHE).</b>			
<b>Activity 1:</b>	Transition KBOR's data systems to use KSDE's KIDS Assignment system.	KBOR, KSDE	6/10 -12/10
<b>Activity 2:</b>	Contract with National Student Clearinghouse and implement process to include annual data load of Kansas students who attend postsecondary institutions outside of Kansas.	KSDE, KBOR	5/10-4/13
<b>Activity 3:</b>	Work with KDOL to obtain workforce data for high school graduates, adult education students, and postsecondary education students.	KBOR,KSDE	5/10-4/13
<b>Activity 4:</b>	Establish common data definitions and formats and implement an annual load of engagement data from the ACT file into KSDE's EDW.	KSDE	5/10-10/10
<b>Activity 5:</b>	Enhance the P20 data mart to better inform policy and to support metrics required by the SFSF by loading expanded KBOR postsecondary assessment and financial aid data, National Student Clearinghouse data, KDOL workforce data, and student engagement data into the P20 data mart.	KSDE	5/11-4/13
<b>Activity 6:</b>	Work with the Early Childhood Data Group—which includes KSDE, KDHE, and SRS—to gain an understanding of the multiple early childhood data systems within the state and outline a process for sharing early childhood education data.	KSDE	8/10-7/11
<b>Activity 7:</b>	Enhance interagency agreements and governance processes with such agencies as KDOL, Board of Healing Arts, and Board of Nursing to address data sharing, confidentiality, and data ownership issues to support inclusion of workforce data and credentialing/licensing data.	KBOR, KSDE	5/10-4/11
<b>Outcome IB: Expand the scope of the Postsecondary education data systems.</b>			
<b>Activity 1:</b>	Implement electronic transcript exchange between Kansas postsecondary institutions.	KBOR, KSDE	5/10-4/13
<b>Activity 2:</b>	Incorporate all data needed for IPEDS financial and financial aid reporting into KHEDS and develop IPEDS reports for Kansas postsecondary institutions.	KBOR	5/10-4/13
<b>Activity 3:</b>	Work with postsecondary institutions to obtain program completion data and with licensure/credentialing agencies to obtain exam data for program completers.	KBOR	5/10-4/12
<b>Activity 4:</b>	Develop a modified process for data submission to capture key data on students in Kansas independent private postsecondary institutions and explore use with the Missouri Dept of Higher Ed.	KBOR	3/11-4/13

<b>Goal I. Expand ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies.</b>		
<b>Outcomes/Activities</b>	<b>Responsibility</b>	<b>Begin-End</b>
<b>Outcome IC: Expand KSDE's educator data collection system to inform teacher quality improvement efforts.</b>		
<b>Activity 1:</b> Collaborate with teacher training institutions to establish data standards for identifying preservice program types and enhance KSDE's Educator Data System to include these data.	KSDE	11/10-4/11
<b>Activity 2:</b> Collaborate with districts and teacher training institutions to establish standards for a common statewide teacher evaluation system, which includes a teacher evaluation instrument as well as a voluntary teacher survey, and implement the system based on the standards.	KSDE	8/10-2/12
<b>Activity 3:</b> Include data collected for tracking educator preservice program type, data collected for the educator evaluation system (Activities 1 and 2 of this Outcome), and KPTP data in KSDE's Educator Operational Data Store (ODS) and EDW and make data available for metrics tracked for the SFSF, studies of education preparation program effectiveness, & E3P system discussed in Outcome IIB.	KSDE	5/12-4/13
<b>Outcome ID: Expand KSDE's student data collection system to integrate early childhood, formative assessment, and discipline data.</b>		
<b>Activity 1:</b> Expand the collection of KSDE funded early childhood education program student outcome data and integrate the data with outcome data for grades 3-12.	KSDE	5/10-4/12
<b>Activity 2:</b> Implement an online formative assessment system.	KSDE	5/10-4/13
<b>Activity 3:</b> Enhance KAN-DIS Discipline Incident collection System to collect and provide comprehensive behavior data, provide flexible reporting, & integrate with appropriate student data.	KSDE	8/10-7/11
<b>Outcome IE: Collaborate with other states in the Midwest to develop and implement a multi-state student locator framework.</b>		
<b>Activity 1:</b> Work with partner states and eScholar to identify format and protocol for a student locator framework (SLF) for the eScholar states.	KSDE	7/10-9/11
<b>Activity 2:</b> Identify ways to implement the SLF in non eScholar states.	KSDE	9/11-12/11
<b>Goal II. Ensure that data can be accessed, analyzed and used; and communicate data to all stakeholders to promote continuous improvement.</b>		
<b>Outcomes/Activities</b>		
<b>Outcome IIA: Implement a Collaborative Workspace and reporting system to enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholder groups.</b>		
<b>Activity 1:</b> Develop and implement a Unified Standards Management and Reporting System (USMRS).	KSDE	5/10-10/10

<b>Outcomes/Activities</b>			<b>Responsibility</b>	<b>Begin-End</b>
<b>Activity 2:</b>	Integrate libraries of instructional resources for educators into USMRS.		KSDE	8/10-2/11
<b>Activity 3:</b>	Design and develop the interface and structure for the Collaborative Workspace.		KSDE	2/11-8/11
<b>Activity 4:</b>	Integrate student behavior data from KANDIS (Outcome ID-Activity 3) into the Collaborative Workspace.		KSDE	9/11-12/11
<b>Activity 5:</b>	Integrate formative assessment and early childhood data (Outcome ID-Activities 1 and 2), as well as ACT test results and most recently completed semester course completion data into the Collaborative Workspace.		KSDE	1/12-5/12
<b>Activity 6:</b>	Implement capacity to include local data (e.g., achievement, activities, local assessment, daily attendance) into the Collaborative Workspace.		KSDE	5/12-12/12
<b>Activity 7:</b>	Define, design, develop and implement reports for the Collaborative Workspace, including a K12 early warning report, teacher reports, school administrator reports, and a parent report template.		KSDE	5/12-4/13
<b><u>Outcome IIB: Streamline data access regarding educator preparation programs, and implement an Educator career Pathway Performance and Planning (E3P) system.</u></b>				
<b>Activity 1:</b>	Design and develop the Educator career Pathway Performance and Planning (E3P) framework, in collaboration with districts and teacher training institutions, incorporating work of the State Educator Collaboration Compact (SECC) partner states in the design.		KSDE	5/10-1/11
<b>Activity 2:</b>	Develop E3P portals for teachers, school/district administrators, teacher preparation institutions, and the public and populate with relevant data from KSDE's Educator ODS.		KSDE	2/11-4/13
<b>Activity 3:</b>	Integrate results from the Kansas Performance Teaching Portfolios (KPTP), voluntary teacher surveys, and teacher evaluations into the E3P portals.		KSDE	10/12-4/13
<b>Activity 4:</b>	Enhance the E3P portal to allow educators to customize their personal portfolios.		KSDE	10/12-4/13
<b><u>Outcome IIC: Implement a unified accountability and planning system for state and federally-funded programs to help focus district and school improvement efforts.</u></b>				
<b>Activity 1:</b>	Research and document components of each of the individual accountability systems and identify redundancies, timelines, and conflicting or incompatible requirements.		KSDE	5/10-9/10
<b>Activity 2:</b>	Design and develop the Unified Accountability and Planning (UAP) system to support an integrated workflow, including data collection and improvement planning processes.		KSDE	10/10-11/11
<b>Activity 3:</b>	Design and develop training and implement the UAP system.		KSDE	10/11-12/11
<b><u>Outcome IID: Generate new reports from enhanced P20 Data Mart.</u></b>				
<b>Activity 1:</b>	Implement high school feedback reports that include information about high school		KSDE	7/12-4/13

<b>Outcomes/Activities</b>		<b>Responsibility</b>	<b>Begin-End</b>
graduates' admittance and retention in postsecondary education and/or adult basic education, need for remedial courses, and employment status.			
<b>Activity 2:</b>	Enhance public reporting, including required SFSE reports.	KSDE	7/12-4/13
<b>Outcome IIIE: Create procedures to allow multiple stakeholder groups access to KHEDS postsecondary data.</b>			
<b>Activity 1:</b>	Select a BI tool that can be successfully integrated into KBOR's technical infrastructure.	KBOR	4/10-1/11
<b>Activity 2:</b>	Assess user needs and design procedures and tools that meet those needs.	KBOR	2/11-1/12
<b>Activity 3:</b>	Evaluate the success of the procedures and tools and modify as needed.	KBOR	2/12-4/13

<b>Goal III: Build the capacity of educators to use the system to develop expertise in effective practices; to use academic and behavioral data to inform instructional decisions; and to evaluate the effect of their decisions on student learning; and build the capacity of other stakeholders to use longitudinal data for effective decision making</b>			
<b>Outcomes/Activities</b>		<b>Responsibility</b>	<b>Begin-End</b>
<b>Outcome IIIA: Train educators to use the Collaborative Workspace.</b>			
<b>Activity 1:</b>	Document the training strategy and design professional development modules on use of the Collaborative Workspace.	KSDE	7/11-9/11
<b>Activity 2:</b>	Develop/deliver professional development modules using multiple modes of delivery.	KSDE	10/11-4/12
<b>Activity 3:</b>	Evaluate and enhance professional development modules based on feedback.	KSDE	5/12-4/13
<b>Outcome IIIB: Support research and the use of research.</b>			
<b>Activity 1:</b>	Develop a curriculum that will be mandatory for researchers wanting access to restricted use data.	KSDE	5/10-10/10
<b>Activity 2:</b>	Offer incentives to the researchers who are already part of KEDUC and KC-ARC to conduct research that evaluates the impact of the activities of this grant.	KSDE, KBOR	5/11-4/13
<b>Activity 3:</b>	Develop a partnership with BLS and contract with the Institute for Social and Policy Research (ISPR) at the University of Kansas to crosswalk variables used in state and national labor statistics datasets and enable the study of transitions from education to the workforce.	KBOR	5/11-4/12

**(d) Project Management and Governance Plan**

**Capacity** –Kansas acknowledges that there are numerous outcomes and tasks included in this grant application. However, as KSDE has demonstrated in the past, it has the governance and management infrastructure to effectively monitor and accomplish these tasks and realize the outcomes according to the proposed timeline and with accurate documentation for the funding agency (*Past Performance*, Appendix A). KSDE has shared its methodology and strategy for governance and management with numerous states through national presentations, hosting visitors from other states, and visits to other states. The Program Director, KSDE’s Director of Information Technology, oversees all of the projects in this grant as well as those in previous SLDS grants; the Grant Project Coordinator coordinates with the Project Sponsors of all the projects in this grant as well as those in previous SLDS grants. This facilitates seamless integration of grant projects. Because of careful planning related to how initiatives will be funded at the end of the grant period, initiatives will be sustained (*Sustainability*, Appendix A.)

A number of components will ensure effective management of the projects that address the goals of this grant. These components, specifically addressed below, include processes that are already part of KSDE’s Management Methodology: Program and Project Oversight, Project Management, Change Management, and Data Quality and Security.

**Program and Project Oversight** – The Program Director has oversight and accountability for the progress of all project initiatives of this grant proposal. This individual reports directly to the Deputy Commissioner of Education, and she is responsible for reporting progress on major IT projects at regularly scheduled meetings with the Commissioner, State Board, Council of Superintendent, and State Chief Information Technology Office (CITO). The Program Director will hold a status meeting at least monthly to determine the status of all components of the grant. A standard template for status reporting will be used, and attendance will be required for all individuals with responsibility for any grant project. The specific grant Outcome and individuals responsible are outlined in the table below. The Project column corresponds to the Goal.Outcome.Activity specified in the Timeline for Project Outcomes (section c. above).

**Table 1: Responsibility for Specific Grant Initiatives**

Project	Name of Initiative	Individual Responsible
I.A.1-3	Transition KBOR to KSDE student ID assignment system; obtain NSC & workforce data	Kathy Gosa–Program Director Dawn Ressel –Project Sponsor, KBOR
I.A.4	Load ACT engagement data	Ted Carter – Data Manager, KSDE
I.A.5	Enhance P20 Data Mart	Kathy Gosa–Program Director
I.A.6	Work with EC Data Group	Open Position–Requirements Analyst
I.A.7	Enhance interagency agreements	Kathy Gosa–Program Director Dawn Ressel –Project Sponsor, KBOR
I.B.1-4	Expand Postsecondary education data systems	Dawn Ressel –Project Sponsor, KBOR
I.C.1-3	Expand KSDE’s educator data system to inform teacher quality improvement efforts	Pam Coleman–Project Sponsor, KSDE
I.D.1	Expand collection of KSDE funded early childhood program student outcome data	Colleen Riley—Project Sponsor, KSDE
I.D.2	Implement online formative assessments	Tom Foster—Project Sponsor, KSDE
I.D.3	Enhance Discipline Incident Collection System	Julie Ford—Project Sponsor, KSDE
I.E.1-2	Develop multi-state student locator system	Kathy Gosa–Program Director

Project	Name of Initiative	Individual Responsible
II.A.1-2	Develop USMRS	Tom Foster—Project Sponsor, KSDE
II.A.3-7	Implement Collaborative Workspace	Tom Foster—Project Sponsor, KSDE
II.B.1-4	Implement E3P system	Pam Coleman—Project Sponsor, KSDE
II.C.1-3	Implement UAP system	Julie Ford—Project Sponsor, KSDE
II.D.1-2	Generate new reports from P20 Data Mart	Kathy Gosa—Program Director
II.E.1-3	Provide access to postsecondary data	Dawn Ressel –Project Sponsor, KBOR
III.A.1-3	Train educators to use Collaborative Wrkspce	Tom Foster—Project Sponsor, KSDE
III.B.1-3	Support research & use of research	Kathy Gosa—Program Director Dawn Ressel –Project Sponsor, KBOR

Each individual responsible for a project of the grant will work directly with the Program Director and Grant Project Coordinator and will provide scheduled status updates as well as ad hoc updates as requested. Project plans and full project management processes, as described in the Project Management section below, will be implemented for all grant projects. In addition, KSDE’s Project Management methodology includes establishing Steering Committees for all projects to ensure project goals are prioritized within the agency. The Program Director will be a member of all project steering committees to ensure that grant objectives are accomplished. Oversight for the multi-state Student Locator framework will be the same as that for other outcomes. Each state in the framework collaborative will act as its own fiscal agent.

**Project Management** – For all significant projects, KSDE and KBOR implement the State of Kansas Project Management Methodology (PMM), and KSDE has refined that methodology over the past five years to effectively meet KSDE needs. KSDE’s PMM holds Project Coordinators responsible for originating and maintaining project documents, developing a detailed project plan through collaboration with project team members, tracking progress of the tasks on that plan, and providing regular project status updates to the Project Sponsor and Project Steering Committee. Detailed project plans are created using Microsoft Project and include all deliverables and milestones, indicate the individual responsible and timeline for each task, and show dependencies between tasks.

Five Project Coordinators are involved in the initiatives of this grant. KSDE holds regularly scheduled Project Management Workgroup meetings that include all Project Coordinators to ensure standard processes are used and work on all projects is coordinated. During the planning phase of each project, initial project documents to guide the progress of the project are completed by the Project Coordinator. KSDE has implemented standard templates for these documents, including Project Charter, Roles and Responsibilities, Communication Plan, Risk Management Plan, and Project Plan. Team members participating in each of the grant activities are identified in the Roles and Responsibilities document and take part in the project kickoff meeting, where initial documents are presented and discussed, success factors are identified, and the initial Risk Analysis exercise is completed. Project status meetings follow an agenda and are scheduled by the Project Coordinator on a regular basis.

Requirements Specifications, Design Specifications, Quality Assurance Test Plans, Training Strategies, and Implementation Plans are developed, tracked, and managed as part of KSDE’s PMM. These documents are developed by assigned project team members, reviewed by the project team and other staff who have expertise or interest in that area, signed off on by the

Project Sponsor, and used to inform development of the project. Project documentation is maintained, organized, and archived in an online project folder specifically for that project and available only to project team members.

**Change Management** – KSDE will utilize a number of processes already in place that facilitate effective change management, both in terms of communicating with stakeholders as well as soliciting feedback and implementing enhancements. Some of the major components of KSDE’s Change Management infrastructure are discussed below and will be incorporated as part of the management methodology for projects that address Outcomes of this grant proposal.

- **Project Websites** - A project status public website will be maintained to inform internal and external stakeholders regarding progress of grant initiatives as well to provide access to all communications, schedules, strategy documents, frequently asked questions, presentations, status documents, and other pertinent project information. Project Coordinators are responsible for managing contents of the websites.

- **FAQs** - KSDE uses Frequently Asked Questions to ensure questions are addressed consistently and accurately. A section will be added to KSDE’s public website FAQ page to document questions and responses, providing specific information regarding the initiatives of this grant. An email account will be established to allow stakeholders to submit questions, ideas, and concerns. This account will be monitored and responded to regularly by Help Desk personnel. Individuals in the agency will use this site to provide consistent responses to questions, and stakeholders will be referred to this site via listservs, conference calls, and other communication.

- **Issues Management** - KSDE has well-defined issues escalation procedures and will implement an automated Issues Escalation program (in FootPrints® HelpDesk & Change Management software) to document, track, escalate & notify individuals regarding issues specific to this grant.

- **Change Requests** - Modifications and enhancements to KSDE’s websites and applications are identified, tracked, escalated, prioritized and managed via the IT Change Request program (in FootPrints® HelpDesk & Change Management software). This existing process will be used for managing and tracking changes that are needed to meet the Outcomes of this grant.

- **Anticipating and Managing Risks** - As part of KSDE’s Project Management Methodology, a Risk Analysis is completed by the project team to identify potential risks associated with the project. It includes risk likelihood and potential impact, resulting in a Risk Index for each potential risk. Mitigating activities are documented for items with a high Risk Index. The Risk Analysis document is reviewed and updated at each major milestone of the project.

- **Project Evaluations** – Funds provided by this grant will enable specific formative evaluation activities of new initiatives, processes, and systems that are implemented to meet the goals of this grant. The project Steering Committee will consider evaluation results, and will identify and recommend modifications to the project as needed.

- **Data Governance** – KSDE’s data governance program, which has been a model for a number of other states’ education agencies, is centered on the Data Governance Board (DGB), made up of twelve policy makers (Director level data owners) representing all program areas at KSDE as well as KBOR. The DGB meets monthly to discuss issues and upcoming changes related to data quality, data use, data audits, data policies, and data reporting; and to determine and authorize needed activities. Data stewards are also an important aspect of KSDE’s Data Governance program, with each program area represented by at least two data stewards (primary and backup) who are authorized by the data owner to care for data within that program area. This includes providing and updating metadata, reviewing data submissions and reports, and keeping abreast of

and communicating policy and definition changes. Professional development has been provided to the data stewards and monthly Data Steward Workgroup meetings keep the group up to date on activities that may impact their responsibilities. KSDE's data governance program includes a well-defined escalation process, so that issues that arise are resolved or escalated from data stewards to the DGB and from there to KSDE executive leadership. The DGB will be kept apprised of the progress of grant projects and will provide guidance to key personnel assigned to grant activities. (See Table 1 above.)

**Data Quality and Security** – Achieving high quality data in Kansas' education data systems is a major focus of the state. Data quality must be approached from several angles, so a number of initiatives are included to achieve continuous improvement. In addition, security of these data is of prime importance and a number of security initiatives have already been accomplished and are now an integral part of the data system infrastructure.

▪ **DQC Program** – Recognizing that data quality begins at the source, KSDE implemented the DQC program to provide role-specific professional development to school staff working with the data, and to recognize the importance of data-related work. The KSDE Trainer is assisted in developing and managing the program by the DQC Task Force, which includes district staff who actually work with data. The curriculum offered via this program (based on the NCES Data Quality Curriculum) includes specific professional development for the various data-related roles at a district. KBOR received funding in a 2009 IES grant to establish a DQC program at the postsecondary level, and is in the process of designing the components of that program.

▪ **User Reports** – An effective strategy for improving data quality is to provide it back for use by those who submit it. KSDE & KBOR provide numerous staging reports which schools use to review data during the submission process. In addition KSDE's reporting & business intelligence solution provides authenticated users the ability to drill down to individual student level data – a capability that KBOR plans to implement with funds from this grant. (Outcome IIE.)

▪ **Data Audits** – KSDE has implemented a Data Audit Program, which is overseen by the DGB and includes specific steps to identify, analyze, evaluate, and use audits of data from targeted source systems. In addition the results of these audits are provided back to district personnel and are included in exercises of the DQC Program.

▪ **Data Security** – KSDE has placed significant focus on the security and confidentiality of data it collects and manages. The IT Security Policies Handbook addresses not only responsibilities of the Agency in caring for data, but also each individual's responsibilities. KSDE reviews and updates the Security Policies annually and provides professional development to all staff, with refresher courses for existing staff and full training for new staff. The IT Security Policies include the Data Access and Use Policy (also posted on KSDE's public website) which applies not only to internal KSDE staff but also to external consumers of data. KSDE's Common Authentication System was implemented to provide single sign-on, role-based access to KSDE's web applications and reports, and ensures that individuals access only data for which they have access rights, and that audit trails exist for all changes to data. In addition, the account registration process requires that a district superintendent authorize access to specific applications or reports for all individuals within the district; and the account aging process denies access to individuals who have not accessed their accounts in the past six months.

#### **(e) Staffing**

KSDE expects to staff many of the projects of this grant with personnel that are completing work on 2007 IES grant activities and other agency initiatives, and so will be highly productive

because of their familiarity with our infrastructure and environment. The Program Director is responsible for all grant activities and Project Sponsors are responsible for overseeing specific grant projects. Their resumes are included in Appendix B.

Program Director. Kathleen Gosa, KSDE's Director of Information Technology, will be the Grant Program Director. Her work includes overseeing and advocating for all grant initiatives, ensuring effective collaboration among state agencies, negotiating with vendors and monitoring contracts, and communicating with key stakeholder groups. (Yr 1&2 50%; Yr 3 60%)

KBOR Project Sponsor. Dawn Ressel, KBOR's Associate VP for Accountability, will oversee progress of KBOR's grant initiatives to expand postsecondary data collection and will assist the Program Director with NSC contract & determining a sustainability plan for NSC data beyond the grant. She will lead negotiations with KDOL regarding receipt of workforce data, participate in collaborative to discuss inter-agency data sharing agreements, & assist with initiatives related to eTranscript adoption & promoting effective use of longitudinal data. (All Yrs 40%)

KSDE Project Sponsors. Lead the steering committees for their project Outcomes, oversee the progress of the project, sign off on project documents, facilitate communication to stakeholder groups, and address issues as escalated by the Project Coordinators.

- E3P Project Sponsor - Pam Coleman, KSDE's Director of Teacher Education and Licensure (TEAL). (Yr 1 30%; Yrs 2&3 50%)
- Collaborative Workspace and USMRS Project Sponsor - Tom Foster, KSDE's Director of Career, Standards and Assessment Services (CSAS). (Yr 1 40%; Yrs 2&3 50%)
- Unified Accountability and Planning Project Sponsor - Julie Ford, KSDE's Director of Title Programs & Services (TPS). (Yr 1&2 30%; Yr 3 10%)
- Early Childhood Project Sponsor - Colleen Riley, KSDE's Director of Special Education Services (SES). (Yrs 2&3 10%)

Early Childhood Coordinator. Gayle Stuber, a member of SES, is responsible for coordinating all early childhood education activities. She will lead the Early Childhood Task Force data sharing discussions and serve as the subject matter expert during development of early childhood data collection & reporting tools. (Yr 1 30%; Yr 2 20%)

Assessment Coordinator. Scott Smith is KSDE's Assistant Director of Assessments and is directly responsible for the state assessment program. He will lead efforts to specify selection criteria and negotiate the procurement of a formative assessment system and will monitor vendor item development activities. (Yr 1 30%; Yr 2 20%; Yr 3 10%)

Assessment Consultant. Kelly Spurgeon is a member of CSAS and coordinates assessment activities with districts. He will assist with requirements specifications and the design of user documentation & training modules for USMRS and the Collaborative Workspace. (All Yrs 40%)

Project Coordinators. At KSDE, develop & maintain project plans & other project documents, monitor project status & ensure tasks are on schedule, provide regular status reports & escalate issues as necessary to the Project Sponsor and steering committee.

- Cathy Rinehart is KSDE's Sr. Project Coordinator and is responsible for all EDW & data mart development activities. She will be responsible for activities related to expansion of KSDE's EDW, Enterprise Metadata System, Educator ODS, & P20 Data Mart. She will assist the Grant Program Director in completing quarterly & annual reporting requirements. (All Yrs 100%)
- John Price coordinates enhancements to KIDS and other student level data collection systems. He will be responsible for early childhood data collections, enhancement to KAN-DIS, and upgrading to eScholar's UniqID 7. (Yrs 1&3 50%; Yr 2 100%)

- Mark Peres coordinates projects for TPS. He will manage activities related to developing and implementing UAP system. (Yr 1 50%; Yr 2 40%)
- 2 OPEN POSITIONS at KSDE. At a minimum, requires high school diploma & postsecondary training in a technical area & at least two year's experience in managing and coordinating complex software projects. Preferred qualifications include Kansas Project Management certification.
  - One Project Coordinator will be responsible for project management of enhancements to the Educator Data System and implementation of the E3P system. (All Yrs 100%)
  - One Project Coordinator will be responsible for project management of development and user training of the USMRS and Collaborative Workspace. (All Yrs 100%)
- Data Stewards. Responsible for management, support, & metadata for a specific data subject.
- Julie Cook is data steward for KIDS data, responsible for coordinating KSDE/KBOR activities. She will be responsible for helping KBOR transition to the KIDS Assignment system for SSIDs, obtaining/documenting NSC & workforce data, researching enhancements & features of UniqID 7, & participating in the collaboration for a multi-state SLF. (All Yrs 100%)
- Mark Frehe, a member of TEAL, provides primary data support for educator licensure & assignment reporting. He will collaborate with KSDE Research & Evaluation staff regarding design & results analysis of the preservice program type survey; with the Requirements Analyst to document data standards & enhance the Licensure collection; and he will serve as a resource for the E3P system development. (Yr 1 50%; Ys 2&3 30%)
- Laura Jones is a member of TPS who provides primary data support for discipline data collection & reporting. She will collaborate with other staff to enhance KAN-DIS. (Yr 1 20%)
- Data Manager. Ted Carter is a member of KSDE's IT team responsible for overseeing data processes of the EDS and the SFSF metrics. He will lead efforts to define new postsecondary and workforce data elements for the EDW, ODS, Metadata System, and P20 data mart and collaborate with other staff to design load procedures. (Yr 1 60%; Yr 2 80%; Yr 3 40%)
- Requirements Analysts (RA). Work with key stakeholders to understand business needs; document requirements specifications for web applications; & assist with user documentation, training, & application support. Requires successful completion of 16 hrs in computer science, business, or technical field or certification & 2 yrs experience documenting, designing, analyzing, or testing web applications or 4 yrs experience documenting, designing, analyzing, or testing web apps. Experience documenting requirements specs for web apps highly desired.
- 3 OPEN POSITIONS at KSDE.
- RA will be responsible for identifying and documenting early childhood data systems and processes and working with district staff to document requirements for KELLI and PAT early childhood data collections; working with district staff and KSDE program staff to document requirements for expansion of KAN-DIS to collect behavior data; and working with the formative assessment vendor and KSDE programmer regarding requirements for integrating the formative assessment system into KSDE's data environment. (Yrs 1&2 100%; Yr 3 80%)
- RA will be responsible for working with postsecondary institution staff to understand and document preservice program types for expansion of the Licensure collection application; and for working with various education stakeholder groups to document the requirements specifications for the E3P system. (All Yrs 100%)
- RA will be responsible for working with KSDE program staff and district staff to document the requirements specifications for the Unified Accountability & Planning system and for the USMRS and Collaborative Workspace. (All Yrs 100%)

Testers. Develop test strategies and test cases, and conduct data validation, application testing, and system testing activities.

- Alisha Norton is a KSDE IT team member responsible for testing activities for TEAL and SES. She will update and execute test cases to validate system functionality for Educator Data System enhancements; & she will create and execute test cases for early childhood data collections and for the E3P system and portals. (All Yrs 100%)
- Andrea Hall is a KSDE IT team member responsible for data & process validation for the EDW, ODSs, & data marts. She will be responsible for validating new load processes & modifications to existing processes; validating data loaded from new sources into the EDW, Educator ODS, & P20 data mart; and validating high school feedback reports and the enhanced public reports populated via extracts from the P20 Data Mart. (Yr 1 50%; Yrs 2&3 100%)
- Bev Thrower is a KSDE IT team member responsible for testing KIDS, KAN-DIS, and other student data collection systems. She will test enhancements to KAN-DIS and will validate the upgrade to eScholar UniqID 7. (Yr 1 70%; Yr 2 100%; Yr 3 20%)
- Melissa Tillman is a KSDE IT team member who supports testing & data validation for TPS. She will validate functionality of the UAP System. (Yr 1 20%; Yr 2 40%)
- OPEN POSITION at KSDE. The Tester is responsible for testing & data validation activities for development & implementation of USMRS & Collaborative Workspace. (All Yrs 100%)

Database Architect. Jon Felling—a KSDE IT team member responsible for maintaining the EDW, designing/implementing modifications to the warehouse structure, & maintaining the Common Authentication System--will implement modifications to the authentication system necessary to provide KBOR staff appropriate access to KIDS Assignment System, teachers appropriate access to their current students' data in Collaborative Workspace, & teachers appropriate access to their E3P portfolios; & he will design/implement database structure changes needed in the Educator ODS & EDW to facilitate ongoing loading/storing of new data. (Yr 1 30%; Yr 2 50%; Yr 3 20%)

ETL Programmer. Develop & maintain processes for loading data into the EDW and ODSs.

- Jim Swan is a KSDE EDS team member responsible for developing and maintaining processes for loading data into the EDW & populating data marts from the EDW. Jim will design/develop the modifications needed to accommodate loading engagement, NSC, and workforce data into the EDW. (All Yrs 20%)
- Dale Withroder is a KSDE EDS team member responsible for developing & maintaining processes for loading data into the Educator ODS & EDW. He will design & develop processes needed to load new data into the Educator ODS and EDW; and will design & develop modifications to the Educator ODS for the E3P framework. (Yr 1 30%; Yrs 2&3 20%)

Metadata Programmer. OPEN POSITION at KSDE. This individual will design/implement Enterprise Metadata System changes to accommodate metadata for new data collected through activities of this grant. At a minimum, this individual will have successfully completed 24 hours in computer science coursework; or certification and 3 years experience designing, analyzing, coding, testing, or debugging database programs; or 4 years experience designing, analyzing, coding, testing, or debugging database programs. (Yr 1 50%; Yrs 2&3 100%)

Datamart Programmer. Axel Araujo, a KSDE IT team member responsible for data mart development, will design/implement modifications to the P20 data mart table structure and load engagement, NSC, and workforce data into the data mart; and design/implement data extracts from P20 data mart required to populate high school feedback and public reports. (Yrs 2&3 100%)

Application Programmers. Design, develop, and unit test software applications.

- Jennifer Shaffer is a KSDE IT team member responsible for developing & maintaining the Educator Data System. For this grant, she will be responsible for enhancements to the Licensure component of the Educator Data System; and for developing the educator evaluation system and E3P system. (All Yrs 100%)
- Amy Gaither is a KSDE IT team member responsible for developing & maintaining data collection software applications for SES. For this grant she will be responsible for developing the early childhood data collections tools. (Yr 1 50%; Yr 2 100%)
- DeWayne Christensen is a KSDE IT team member responsible for developing and maintaining KSDE's data management software applications. He will be responsible for the integration processes needed for the formative assessment system; and for the KAN-DIS enhancements. (All Yrs 50%)
- Tyler Pyle is a KSDE IT team member responsible for KIDS & related student level data collection software, as well as the vertical reporting SLF. For this grant, he will install and configure eScholars UniqID 7 and participate in definition of a multi-state SLF. (All Yrs 20%).
- Olena Borysova, KSDE IT team member responsible for developing/maintaining data management software apps for CSAS, will develop USMRS & Collaborative Workspace. (All Yrs 100%)
- Christine Griffie is a KSDE IT team member responsible for supporting TPS. For this grant, she will be responsible for development of the UAP system. (Yrs 1&2 100%)

BI Programmer. Brenda Wilson, KSDE IT team member responsible for developing/maintaining BI interfaces to support access to data marts, will be responsible for enhancing P20 Data Mart interfaces based on new data; & will develop/implement high school feedback reports & enhanced public reporting presentation layers. (Yr 2 30%; Yr 3 80%)

BI Designer. OPEN POSITION at KSDE. The BI Designer is responsible for designing effective presentation layer for business intelligence solutions, based on user input. Requires successful completion of 24 hrs in computer science or certification & 3 yrs experience designing/analyzing web applications & business intelligence interfaces or 4 yrs experience designing/ analyzing web apps & business intelligence interfaces. Experience with Microsoft Sharepoint and Performance Point & with analyzing education data highly desired. (Yrs 2&3 100%)

Trainer. Document training strategies and design, develop, and deliver training to multiple stakeholder groups using multiple delivery formats.

- Kateri Grillot is a KSDE EDS team member responsible for training for BI solutions & the DQC program. She will analyze/document requirements for researcher access to restricted use data & design & implement researcher training. (Yr 1 20%; Yr 2 50%; Yr 3 100%)
- Kim Wright is a KSDE IT team member responsible for training for KSDE data systems. She will be responsible for training modules for early childhood collections/tools, USMRS, the E3P portals, &UAP System; and she will assist in updating existing user documentation and training modules. (All Yrs 100%)

Administrative Assistants: Assist with such things as recordkeeping, travel, meeting scheduling, and materials development.

- Erich Haught, KSDE IT team member responsible for administrative support for various projects and training initiatives, will support staff and efforts of the USMRS, Collaborative Workspace, and E3P system. (All Yrs 100%)

- OPEN POSITION at KSDE. This individual will support staff and efforts for linking data systems and expanding the educator data collection system. (All Yrs 100%)  
*Help Desk Support.* Provides technical support to application users and assists with testing, user documentation, and training module design.
- Philip Watkins is a KSDE IT member responsible for providing help desk support for KIDS users, leading vendor certification for KIDS file submissions, & assisting with training. He will assist KBOR Data Analyst to use the Assignment System; assist district staff in assigning SSIDs to preschoolers; support KAN-DIS changes, support the upgrade to eScholar's UniqID 7, & support implementation of USMRS and Collaborative Workspace. (All Yrs 100%)
- Gary Cortez is a KSDE IT member responsible for help desk activities to support KSDE web applications. For the grant, he will support the E3P portals & UAP. (All Yrs 100%)  
*KBOR Requirements Analyst.* Deb Warren, Assoc. Director KBOR IR team responsible for working with design, implementation, & operations of KHEDS, will work with KBOR Business Analyst on processes related to data cleaning & data retrieval in KHEDS. (All Yrs 10%)  
*KBOR Analyst.* Colleen Denney, Associate Director for the KBOR IR team responsible for working on the design, implementation, and operations of KHEDS, will provide project support on data cleaning and data retrieval processes in KHEDS. (Yr 1 20%; Yr 3 10%)  
*KBOR Programmer.* Lin Rome, a member of the KBOR IR team responsible for developing & maintaining the KSPSD website, will provide technical support to transition KBOR's data systems to use SSIDs generated from KSDE's Assignment system. (All Yrs 10%)  
*KBOR Programmer.* OPEN POSITION at KBOR. This individual will be responsible for developing and maintaining processes for obtaining and loading workforce data from DOL. (All Yrs 100%)  
*KBOR Project Manager.* OPEN POSITION at KBOR. This individual will provide guidance and oversight for KBOR staff work for this grant, with responsibility for day-to-day operations of the projects and implementing the work plan. (All Yrs 100%)  
*KBOR Business Analyst.* OPEN POSITION at KBOR. This individual will analyze components of postsecondary data system related to financial aid; will analyze workforce data; and be responsible for strategic operations analysis & interpreting data. (Yr 1 20%; Yrs 2&3 30%)  
*KBOR Software Administrator.* OPEN POSITION at KBOR. This individual will evaluate, configure, and implement a BI solution for KBOR data systems. (All Yrs 100%)  
*KBOR Data Analyst.* OPEN POSITION at KBOR. Will support database enhancements, including data source identification, student data collection & verification, & report preparation. Will lead efforts to transition KBOR's data systems to KSDE's Assignment system, incorporate private and independent college data, and incorporate credentialing data; and will support database enhancements related to institutional IPED (finance) data. (All Yrs 100%)  
*KBOR Research Analyst.* OPEN POSITION at KBOR. Will develop and execute research projects and present findings related to such things as adult basic education and credentials and exam scores. (All Yrs 100%)  
*KBOR Web Developer.* 2 OPEN POSITIONS at KBOR. Design, implement and support database enhancements; facilitate system capabilities; and implement solutions.
- This individual will assist with preparation and transition of data from the private & independent institutions, ABE, NSC, credentialing institutions, and DOL into the KBOR data systems. (All Yrs 100%)
- This individual will evaluate and implement a BI solution for KHEDS. (All Yrs 100%)

# Project Narrative

## Project Narrative - Appendix A, Optional Attachments

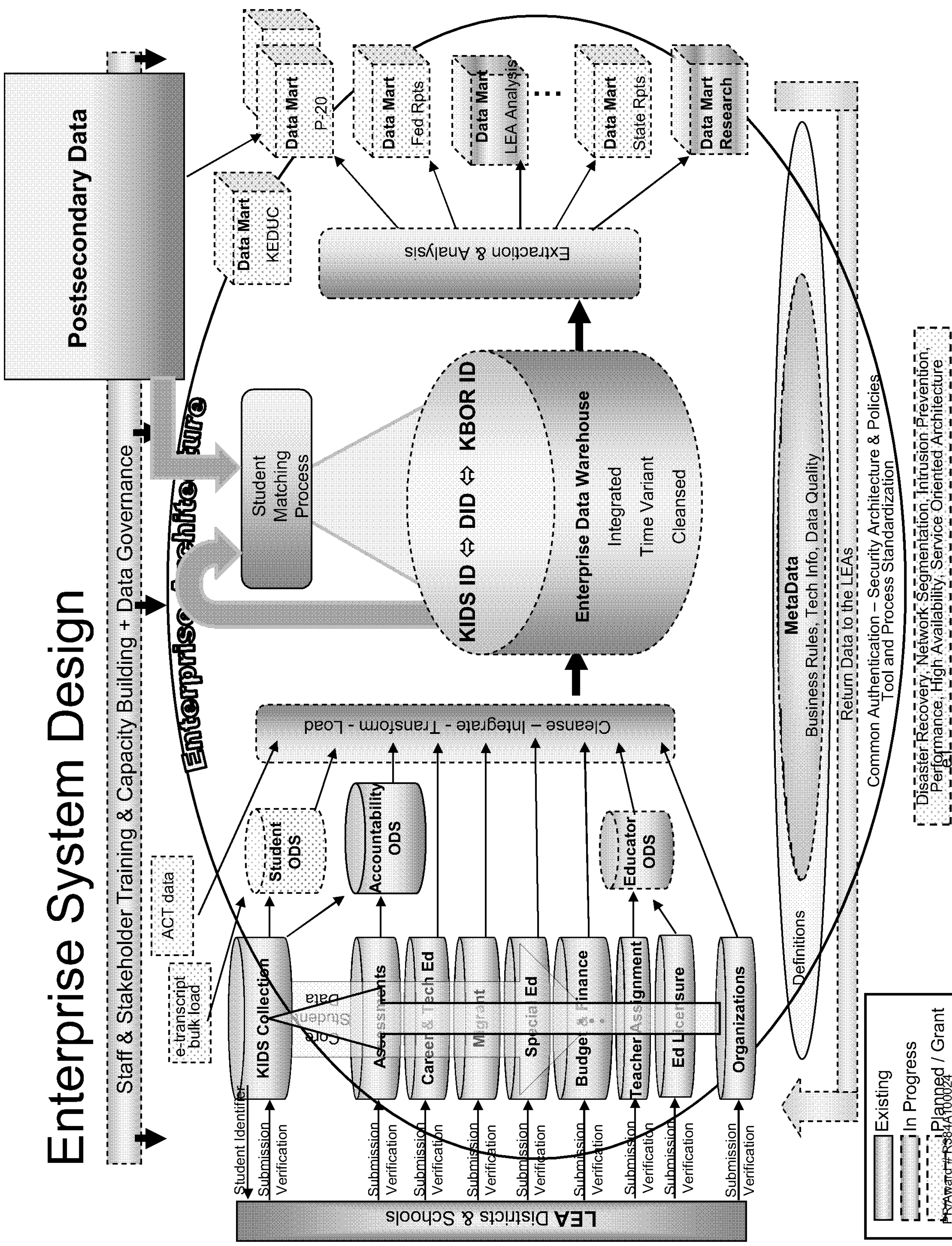
Attachment 1:

Title: **Appendix A Optional Attachments** Pages: **9** Uploaded File: **P:\2010 LDS Grant\Final Docs\PDF\Appendix A Optional Attachments.pdf**

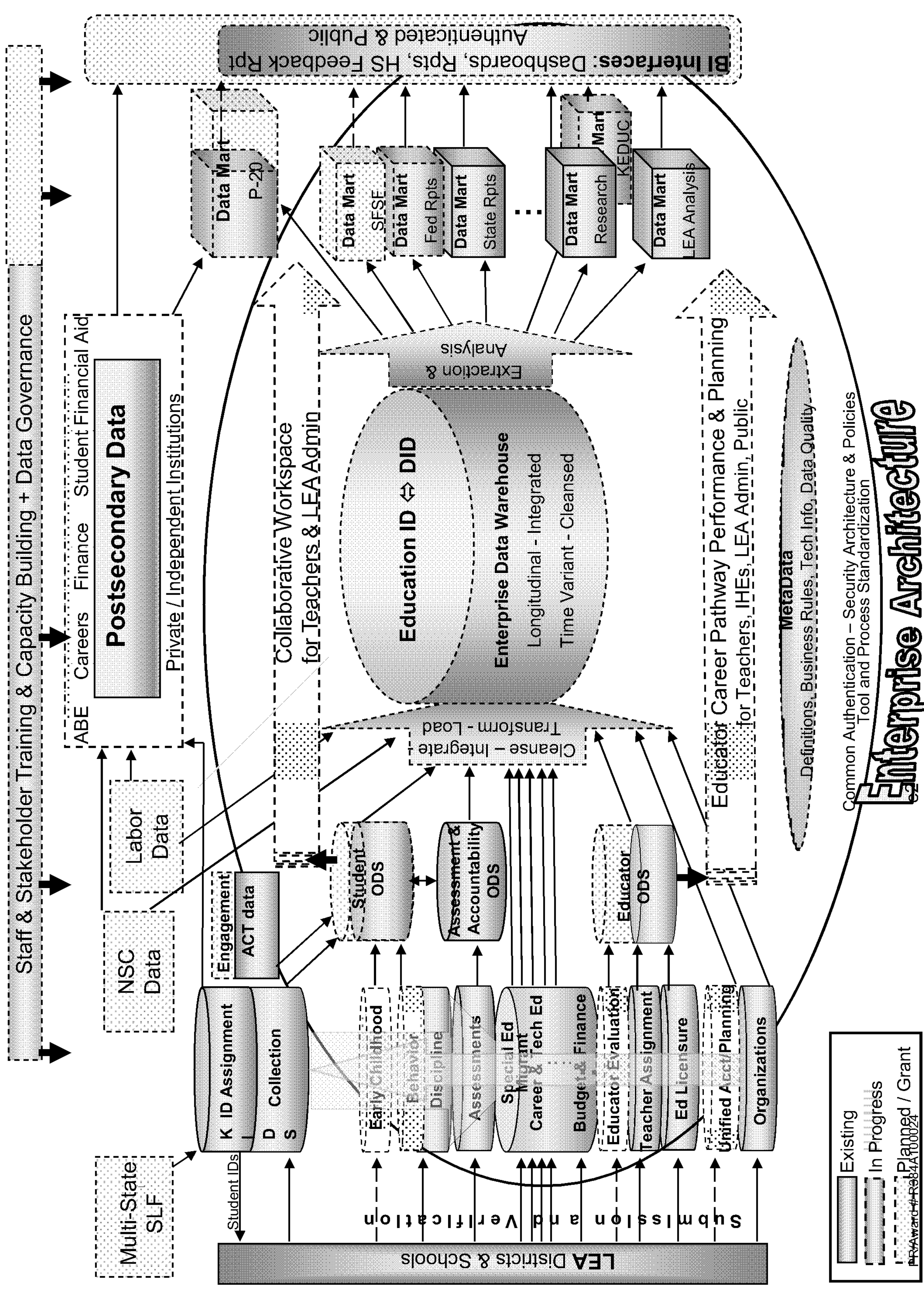
## **Appendix A---Optional Attachments**

1. Enterprise System Design, 2009
2. Enterprise System Design, 2013
3. MEIC Letters of Collaboration
4. SLDS Sustainability Statement
5. Kansas Past Performance

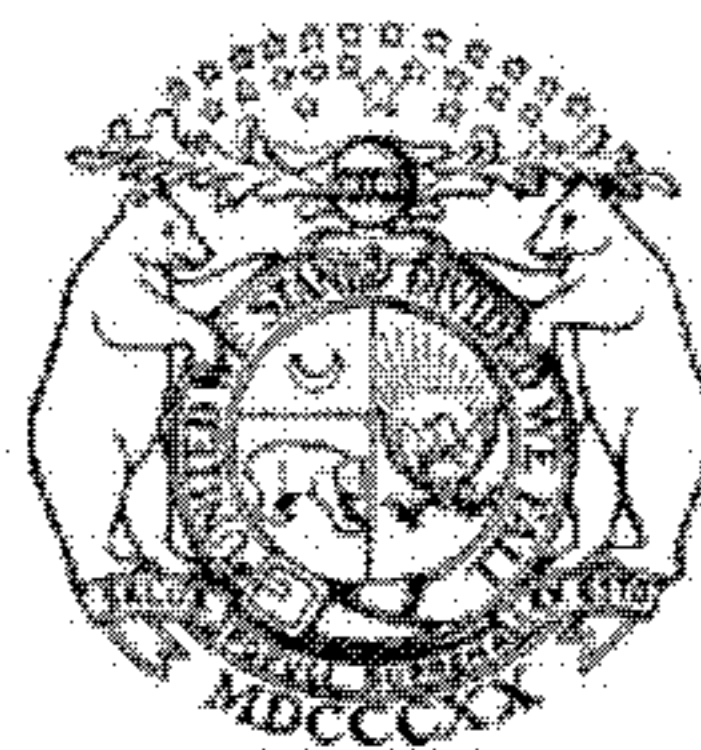
# Enterprise System Design



# Enterprise System Design - 2013



Chris L. Nicastro, Ph.D.  
Commissioner of Education



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## Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

December 3, 2009

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

Dear Statewide Longitudinal Data Systems Grant Review Committee:

As the Missouri representative of the Midwestern Education Information Consortium (MEIC), I am pleased to write this letter of support for the Kansas application for an Institute of Education Sciences (IES) grant for a P-20 Statewide Longitudinal Data System (SLDS) under the American Recovery and Reinvestment Act of 2009.

The states which comprise MEIC, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota, have a long history of collaboration and recently began consideration of a student locator project that will facilitate the tracking of students who move among our member states. Out-of-state student mobility results in the loss of numerous students in each of our state databases and affects the accuracy of our graduation and dropout data. This in turn impacts our compliance with the National Governor's Association (NGA) and the National Graduation Cohort Analysis graduation rate calculations as well as our local student-level data analysis activities.

Four states (Iowa, Nebraska, Missouri and Kansas) currently use the same product, eScholar UniqID, to generate student IDs that are unique across all states. We are interested in being able to search each others' student identifier databases for missing students. We plan to create a multi-state student locator framework, which would involve working with each other and with eScholar to define the procedures and develop the format. Once this has occurred, we would conduct a pilot test to ascertain the feasibility of moving forward with this concept. We would also share our development strategies and pilot results with the other MEIC partners.

Receipt of IES funding for this pilot and future development and implementation activities among all seven member states would greatly facilitate accomplishment of this objective.

Sincerely,

A handwritten signature in black ink that reads "Tom Ogle".

Tom Ogle, Director  
School Core Data

