

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120016

Grants.gov Tracking#: GRANT11026064

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

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

*** Other (Specify):**

*** 3. Date Received:**

12/15/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Nebraska Department of Education

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

470491233

*** c. Organizational DUNS:**

8088198820000

d. Address:

*** Street1:** 301 Centennial Mall South

Street2: Sixth Floor

*** City:** Lincoln

County/Parish:

*** State:** NE: Nebraska

Province:

*** Country:** USA: UNITED STATES

*** Zip / Postal Code:** 68509-4987

e. Organizational Unit:

Department Name:

Nebraska Dept. of Education

Division Name:

Data, Research, Evaluation & IT

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

Prefix:

Dr.

*** First Name:**

Sameano

Middle Name:

Francisco

*** Last Name:**

Porchea

Suffix:

Title: Senior Administrator

Organizational Affiliation:

Data, Research, Evaluation, & IT

*** Telephone Number:** 402-471-4740

Fax Number: 402-471-0117

*** Email:** sameano.porchea@nebraska.gov

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Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State Education Agency

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

* 12. Funding Opportunity Number:

ED-GRANTS-092011-001

* Title:

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

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

* 15. Descriptive Title of Applicant's Project:

Nebraska Data Analysis and Research Proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant b. Program/Project

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

 17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="4,361,533.00"/>
* b. Applicant	<div>(b)(4)</div>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>sameano porchea</p>	<p>* TITLE</p> <p>Deputy Commissioner of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Nebraska Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Nebraska Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Scott Middle Name:
* Last Name: Swisher Suffix:
* Title: Deputy Commissioner of Education

* SIGNATURE: sameano porchea

* DATE: 12/15/2011

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Sameano	Francisco	Porchea	

Address:

* Street1:	301 Centennial Mall
Street2:	Sixth Floor
* City:	Lincoln
County:	
* State:	NE: Nebraska
* Zip Code:	68509-4987
* Country:	USA: UNITED STATES

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

402-471-4740	402-471-0117
--------------	--------------

Email Address:

sameano.porchea@nebraska.gov

2. Applicant Experience:Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program**3. Human Subjects Research**

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:**Please attach an explanation Narrative:**

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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Nebraska Data Analysis and Research Proposal
Statewide Longitudinal Data Systems Grant - CFDA Number 84.372
Priority: K-12 Data System
Nebraska Department of Education
Project Abstract

Accountability Counts! was the theme of Nebraska's 4th Annual Data Conference held in April, 2011. This proposal seeks to refine and expand the K-12 portion of the state longitudinal data system, known as the Nebraska Student and Staff Record System (NSSRS), by providing tools and training to support the goals of the Governor's P-16 Initiative and the State's new accountability system that focus on holding districts accountable for improving academic achievement for all students. Accountability can only be achieved through collaborative efforts of agencies and stakeholders who have access to quality data and transparent processes. With assistance provided by a 2007 IES grant, Nebraska successfully collects data for all 12 elements of the America COMPETES Act. The challenge is to build on this foundation and use the data to make informed decisions from the classroom to the board room to the legislative chambers.

Based on an analysis of need from stakeholders, Nebraska has developed four goals:

Goal 1. Provide a data analysis tool for districts that uses multiple local and state data sources to produce reports for local decision makers.

Data Use Tools that provide districts flexibility to upload data from different sources on different schedules to produce dashboards and support local data analysis and research.

Goal 2. Provide a statewide system of professional development training for data analysis that reaches every district.

Professional Development Training, including a partnership with the Professional Development Affiliate of the ESUs to create a statewide system of professional development training using data analysis training materials developed by a Data Analysis Cadre. A four-tiered strategy for delivery would ensure consistent training is received by every school district.

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.

Research and Evaluation Support for new collaborative work with the research community and NDE's newly created research function, including a research and evaluation specialist who would assist NDE program directors and staff, coordinate the research community's involvement in the Data Analysis Cadre, conduct NDE research, and disseminate research and findings.

Goal 4. Expand and enhance the SLDS for sustainability.

SLDS Support, including a Customer Relationship Management (CRM) tool for use by NDE's Helpdesk and Data Trainers, development of a formal data governance plan, a revision of the data dictionary to include the Common Education Data Standards (CEDS), an interstate student locator tool to find students who have moved to other states, and a staff person dedicated to ensuring high quality student enrollment data resides in NSSRS.

These integrated initiatives will enable Nebraska to meet increasing demands for timely, accessible and actionable data that can be connected to research and analysis findings for decision makers at all levels.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

SLDS_Grant_Project_Narrative_2011-12-13.pdf

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

Nebraska Data Analysis and Research Proposal
Statewide Longitudinal Data Systems Grant - CFDA Number 84.372
Priority: K-12 Data System
Nebraska Department of Education
Project Narrative

Introduction

“Accountability Counts!” was the theme of Nebraska’s 4th Annual Data Conference held in April, 2011. The State currently has multiple accountability initiatives throughout its educational system. These include the development of a Race To the Top Early Learning Challenge jointly developed by the Department of Health and Human Services (DHHS), the Department of Education (NDE) and other agencies, the Governor’s P-16 Initiative, and NDE’s new accountability system that incorporates the results of the statewide tests and cohort graduation rates. Accountability can only be achieved through collaborative efforts of agencies and stakeholders who have access to quality data and transparent processes. This proposal seeks to refine and expand the K-12 portion of the state longitudinal data system, known as the Nebraska Student and Staff Record System (NSSRS), by providing tools and training to support these accountability measures which will enable stakeholders to make informed decisions at all levels.

Nebraska’s K-12 educational system presents challenges when attempting to collect and use data to demonstrate progress on these accountability measures. The State’s 249 districts range in size from under 100 to almost 50,000 students, with approximately 70% of districts having fewer than 600 students. Nebraska ranks 16th among states in total geographic size and 37th in age 5-17 population. Nebraska has 17 intermediate service agencies, known as Educational Service Units (ESU), that are charged with providing professional development services for their member districts. The independence of Nebraska’s early settlers remains in many facets in the State from its unique single house legislature to a long history of local control in education. Local control for Nebraska’s schools means curriculum, course codes, grading systems, school year calendars, etc., are local decisions and not mandated from the State. The state did not have a single statewide assessment of student performance in Reading until 2009.

Nebraska has strong institutional support for a state longitudinal data system. In 2006, Governor Dave Heineman created an executive committee consisting of himself, the chair of the Education Committee of the State Legislature, the President of the University of Nebraska, and the Commissioner of Education to lead the P-16 Initiative. They developed eight goals to hold the State’s educational system accountable. (See Appendix A.1) Three of the eight goals directly address the creation of an SLDS or the need for one in this K-12 priority.

- Goal #2: Eliminate the academic achievement gap between Nebraska’s K-12 Caucasian students and its African American, Hispanic, and Native American Students.
- Goal #3: Develop an effective longitudinal data system that provides information on the Nebraska education system from preschool through post-graduate degree-attainment and entry into the workforce to help align resources with strategic goals.

Goal #4: Attain a high school graduation rate of 90% or higher in each Nebraska high school.

Nebraska recently implemented new statewide assessments, called Nebraska State Accountability (NeSA), to measure student achievement in reading, writing, math and science. On December 8, 2011, the State Board of Education approved a new accountability system called Nebraska Performance Accountability System (NePAS) with a growth model and indices. The calculation of these indices will include components such as NeSA performance results, and cohort graduation rates. This new accountability model supports Goal #2 of the P-16 Initiative by incorporating the NeSA results for all subgroups in all subject areas. State results from 2010-11 indicate there is much work to be done to meet this goal.

Nebraska State Accountability (NeSA) 2010-11 Percentage of Students at Meets or Exceeds the Standards			
	NeSA Reading	NeSA Math	NeSA Writing
All Students	71.82%	62.86%	89.34%
Female	74.84%	62.64%	93.85%
Male	68.95%	63.07%	85.01%
American Indian / Alaskan Native	45.43%	35.22%	81.61%
Asian/Pacific Islanders	73.83%	70.05%	88.37%
White, Not Hispanic	78.48%	70.46%	91.72%
Black, Not Hispanic	49.61%	33.27%	78.80%
Hispanic	54.55%	44.40%	84.73%
Students in Migrant Program	40.22%	36.74%	77.13%
Students Eligible for Free/Reduced Lunch	58.25%	48.12%	83.42%
Special Education Students	42.07%	35.30%	69.58%
English Language Learners	42.08%	36.66%	79.96%

The 2007 Institute of Education Sciences (IES) grant helped Nebraska develop and implement an SLDS by providing a crucial training program for districts in partnership with the ESUs, integrating Special Education data into the system, building a decision support system known as the Data Reporting System (DRS), and supporting the now annual state data conference. Additionally, Nebraska has successfully collected data for all 12 elements of the America COMPETES Act. The challenge is to now build on this foundation and use the data to make informed decisions from the classroom to the board room to the legislative chambers.

Section (a). Need for Project

The deliverables in this proposal were prioritized through an extensive assessment of need involving stakeholders from across the State and within NDE. Goals were developed for the following four areas: data-use tools including one that will integrate data from multiple sources and levels to support decision making and a tool to support accurate graduation and dropout data; a statewide system of professional development training focusing on data analysis and use; support for NDE's new work in research and evaluation; and enhancements to the SLDS to support customer service and sustainability of the system.

While the need for useful, accurate, reliable, and timely data may seem evident given the emphasis on accountability in Nebraska at this time, the process for prioritizing needs was conducted through several steps including focus groups of external stakeholders and NDE program staff, a review of some relevant recent research, and a gap analysis of the Map of Core Elements for Establishing a Statewide Longitudinal Data System (IES, 2007 Application Attachment).

Focus groups of data users and data stewards identified the ability to analyze data at the classroom level as the priority need with two dimensions. The first dimension addresses the capability to analyze data that extends beyond the state assessment results and longitudinal data in the NSSRS. Districts maintain their education information in a variety of software systems. These may include student information systems, staff information systems, report card grade systems, local and national assessments results, human resources, and business and accounting systems. Teachers and administrators want and need tools and training to use the longitudinal data in NSSRS, combined with data from with their local assessments and other data. They want to be able to link these multiple sources of data in an effort to conduct relevant research; which can then be used to make valid inferences that influence policy decisions. The NDE Data Trainers have received consistent requests for this priority as they work with all districts throughout the state.

The second dimension, as voiced by the stakeholders from smaller districts, is providing resources to assist them in completing their own data analysis. While large districts may have research departments and dedicated staff able to design and deliver reports using student performance and other data, many small districts lack those resources and rely heavily on their ESUs for professional development and support.

The 2007 IES grant enabled Nebraska to establish a partnership with the ESUs to support training and funded four NDE Data Trainers who have been providing Data Quality training and technical assistance to districts. The ESU Professional Development Affiliate recognized that more work in this area is needed, particularly in data analysis, and proposed to develop appropriate materials and training for a statewide system so that their members (35-40) would be prepared to lead and assist every district in the state.

NDE has reorganized the Data Services team into the Data, Research and Evaluation team. In October, 2011 Dr. Sameano Porchea was appointed as Senior Administrator of the team. Dr. Porchea has a background in research and evaluation, prior state level work in data analysis and research, and experience as a math teacher in middle grades and at the university level. While NDE has begun the process of developing an official research and evaluation team, it will need

support to effectively and efficiently meet its purposes of supporting school improvement through meaningful use of data and research.

In Transforming Schools to Improve Student Learning (October, 2011), Dr. Jody Isernhagen of the University of Nebraska, studied Title I schools identified to be in need of improvement under the Elementary and Secondary Education Act (ESEA) in Nebraska. Teachers and administrators rated “using data for school improvement” as critically important and yet both groups identified statements relating to their use of data for school improvement and classroom instructional decisions as having the lowest level of implementation. Locally identified needs are reflected in a recent study by the U. S. Department of Education (Use of Education Data at the Local Level from Accountability to Instructional Improvement, 2010) that found more than 80% of teachers in this survey reported needing training in “examining student data to identify which practices work best for which students”.

Since the basis of all subsequent efforts depends on a robust and fully implemented statewide longitudinal data system, one task was to examine the core elements as they exist today. While all the core elements of the system are in place, this gap analysis identified that the following components need revision, support or expansion:

Architecture

- Data dictionary, with well-defined content and common definitions for data elements, to assure the same definitions, codes, and periodicity across all schools in the State at data entry points
- Systems and procedures to assure correct utilization of data by the users and providers
- Statewide data model that defines and describes the logical and physical relationships between data items and system
- Assuring secure access to data and formal reports to protect the confidentiality of individuals, in compliance with FERPA and the statistical reliability of results

Business Intelligence Tools (analytical and reporting)

- Supporting high-level longitudinal analyses, required for data-driven decision-making by policymakers, educators, and members of the public
- Providing timely, accurate, and user-friendly dissemination of the needed data, reports and analyses to stakeholders
- Engaging in longitudinal education research to inform policy and decision-making
- Leading the State, districts, and teachers in the development and use of innovative analytical tools and reports to inform policy and decision-making

Establishing logistical capacity to create and maintain an SLDS

- Developing efficient administrative processes, infrastructure components, and policy commitments
- Assuring sustainability and effectiveness of the system
- Assuring qualified staff, training, technical and other resources dedicated to the State’s administrative technology over the long term
- Developing a strong plan for the SEA and other stakeholders to continually evaluate and improve the effectiveness of the data system and of associated process, both in their

reporting and decision-support functions, and to periodically assess the degree to which they meet agency and other stakeholders' needs

Planning and funding ongoing, efficient and effective training of key state and local data collectors and users, according to their functional needs, on

- Business intelligence tools and use of data for decision-making

While the analysis of the core elements helped identify the areas of focus for this proposal, it also identified changes that could be and are being made without additional funding or support. See Appendix A.2 for a chart aligning the goals and deliverables to these needs.

1. Governance And Policy Requirements

Need and Uses

Nebraska provides data and data use tools to support informed decision making. The 2007 IES grant provided funds for Nebraska to develop a decision support system known as the Data Reporting System (DRS). (See Appendix A.3) In addition, the state's annual report card, the State of the Schools Report (SOSR), provides demographic, assessment, student and staff data, and financial data at school and district levels plus downloadable files of all data reported since its inception in 2000. The DRS and SOSR have state, district and school level data that can be analyzed and used for informed decisions for policy makers. (Attachment A. 2) This proposal will provide additional tools for analysis at the classroom to provide an emphasis on using research to assist teachers to make informed decisions on strategies to improve student achievement.

Informed decisions to improve student achievement, particularly addressing Goal #2. to close the achievement gaps, rests on quality, accurate and timely data from multiple sources. Multiple sources include not only the longitudinal and state assessment data from the NSSRS, but also locally owned data such as discipline reports, grade books, teacher and staff data, and other local and national assessment results. The data must be integrated at the student level and accessible to teachers. It must be presented in an IT neutral manner so that every teacher and administrator will feel comfortable accessing and using the data. To provide useful information to the decision makers, the data must be available based on "real time" local level data connected to NSSRS longitudinal data, a format that is not possible with Nebraska's existing sources of data.

NDE wants to ensure that local level decision makers have access to data from multiple sources and levels. It recognizes that such a system must be designed in a way that protects privacy and meets confidentiality requirements.

As with any new system, teachers and administrators will need training to understand the capabilities and use of the new tools as well as how the results can be used appropriately. This proposal includes a statewide system of professional development training to ensure that every district has the opportunity for consistent training in all of Nebraska's data-use tools.

Nebraska's vision of presenting "real time" data from multiple sources to classroom teachers is only the first step in improving academic achievement and supporting student success. Next steps include providing links to current, relevant research conducted for the most part with

Nebraska students through collaboration with research centers, making data accessible for research and coordinating and supporting research throughout the state. The availability of this type of data and research will allow teachers and districts to develop effective teaching and learning strategies and provide individualized instruction to meet student needs.

Emphasis on raising the graduation rate, Goal #4 of the P-16 Initiative, increased with the initial reporting of the Cohort Four-Year Graduation Rates for every district, school and subgroup on the 2010-11 State of the Schools Report. NDE developed a series of data use and data quality tools to assist districts in providing accurate data. Guidance documents are published on the NDE website which includes data use quick reference guides, Frequently Asked Questions (FAQ), business rules used to determine the Graduation Cohort Year, use of school enrollment codes, and demographic classifications. The Expected Graduation Year Lookup and Graduation Cohort Analysis tools provide districts with student enrollment status and cohort membership. The Expected Graduation Year Lookup tool displays the Graduation Cohort Year assigned to a student by a Nebraska district/system and the date it was determined. The Graduation Cohort Analysis tool allows the review of Graduation Cohort data at both school and district levels. The data are updated each night and follow the Graduation Cohort from their first time in 9th grade into the extended years. Districts can verify the accuracy of data by reviewing the list of students in each cohort by demographic groups. Documents to inform districts and the community about the tools include the “Graduation Cohort Guide 1.1.0”, “Expected Graduation Year Lookup Tool” and the “Graduation Cohort Analysis Tool”.

This proposal would expand the currently available tools by deploying the Interstate Locator module of eScholar’s Uniq-ID® for Students®. This system was originally built for Kansas under a 2010 IES grant and joined later by Iowa. The Interstate Locator® module will enable school districts in identifying dropouts, students who are not enrolled, students who are eligible to return, and students who later enroll in a school district within the participating states. After positive identification and confirmation, the former school may report the student as a transfer-out. It is hoped that other states will also participate to facilitate the tracking of even more students across state lines.

In 2009, Nebraska started the process of replacing its unique classroom based assessment system (STARS – School-based Teacher-led Assessment and Reporting System) with statewide annual tests in Reading (2009), Math (2010) and Science (2011). Implementation of the statewide assessment system necessitated a new system for holding districts accountable for student performance. Nebraska Performance Accountability System (NePAS) will provide an indexed score that incorporates status points, points for change or improvement, and points for demonstrating individual student growth, through a growth model, using the Reading, Writing, Math and Science assessment results and graduation rates. As this new accountability system is launched, the need for tools and training to help districts understand and use their data to improve student performance is critically important.

Governance

Governance of Nebraska's SLDS has included the on-going involvement of internal and external stakeholders. Internally, the NSSRS Executive Committee with broad representation across the Department meets regularly to gather ideas, review and make decisions about changes to the NSSRS. A list of the members is included in Appendix A.4. Members of this committee are also the main contributors to the NDE Bulletin which is distributed almost weekly to district and ESU administrators and over 3,000 registered users in the NDE Portal, the central entry point for NDE data collections. The NDE Bulletin is an important communication that provides timely information about changes and notices of upcoming due dates, etc. in NSSRS and other data collections.

In the initial phases of developing the NSSRS, NDE had extensive external stakeholder involvement in active policy advisory and data collectors groups. The data collectors group, formally known as the District Data Collection Group (DDCG), continues to hold regularly scheduled conference calls to solicit input and reactions. The policy advisory group has not met for several years, but with a new team leader with an emphasis on research and evaluation, it will be recreated and this will be accomplished outside of this proposal.

Institutional Support

The Nebraska Student and Staff Record System is authorized by Nebraska law (Rev. Stat. 79-760.05) which states:

The State Board of Education shall implement a statewide system for tracking individual student achievement, using the student identifier system of the State Department of Education, that can be aggregated to track student progress by demographic characteristics, including, but not limited to, race, poverty, high mobility, attendance, and limited English proficiency, on available measures of student achievement which include, but need not be limited to, national assessment instruments and state assessment instruments. Such a system shall be designed so as to aggregate student data by available educational input characteristics, which may include class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and other targeted education programs.

Developing a preschool through post-graduate degree-attainment and entry into the workforce system is one of the goals of the Governor's P-16 Initiative. The 2007 IES grant provided funds to support four trainers, known as the NDE Data Trainers, who are located geographically throughout the State. Recognizing their essential contributions, NDE secured ongoing financial support for this service when the grant funds ended. NDE and the State Legislature appropriated State funds specifically for the NSSRS for the first time in FY2011 and, most importantly, the Data, Research and Evaluation team did not suffer from staff reductions like other teams in the Department.

Sustainability

Sustainability of the data system depends on the institutionalization of values, processes and practices. These are demonstrated by NDE's commitment to data quality within the Department and in the districts, the collaborative efforts between NDE and external stakeholders, and effective and efficient services to our internal and external customers. NDE customers include, but are not limited to, NDE staff, districts, ESUs, other state and federal agencies, research organizations, the legislature, and the public.

NDE has institutionalized the value of data quality through a coordinated data auditing system described under the Data Quality section below. All NDE program staff who rely on and contribute regularly to the NSSRS system are involved. In February and March of each year, all NSSRS instructions and guidance are reviewed and approved by program and technical staff to ensure continued accuracy and that changes for the subsequent school year are reflected.

Participating in the SLDS has always presented a greater challenge and burden to Nebraska's very small districts. The NDE Data Trainers, working in a partnership with the ESUs, have been particularly helpful to these districts. This proposal allows for the continuation of that partnership to ensure that all district staff has access to training for data tools through a statewide system of professional development training.

As noted in Section (c) Staffing, the NDE staff who will take the lead on implementing the projects in this proposal were also the leaders of the team that developed Nebraska's SLDS. Their experience and expertise in system development and implementation is important as these tools and enhancements are developed. The new administrator of the Data, Research and Evaluation team is using a trained project manager to assist with all of the work of the team.

2. Technical Requirements

Federal Reporting

Nebraska has a long and successful history of participating in Federal reporting. In 1998, Nebraska was asked to participate in the initial effort to consolidate federal data collection activities. This proof of concept known as the Integrated Performance Benchmarking System (IPBS), was a two state effort involving Oregon and Nebraska. The results from the project indicated that states with very divergent resources and backgrounds could provide comparable data for use by federal education programs.

Despite the change in national administration, the IPBS was expanded into the Performance Benchmarking Data Management Initiative, (PBDMI). With the support of the U. S. Department of Education and the Council of Chief State School Officers (CCSSO), the concept of centralized collection and distribution of federal education data became institutionalized with the Education Data Exchange Network (EDEN) and finally EDFacts. During each of these phases, Nebraska has continued to actively participate and support this initiative.

Over the years, Nebraska's file timeliness has been improved. Nearly all files are submitted on or before the due date: the 2009-2010 file submissions were on time 95% of the time, and are on track to meet or exceed this rate for 2010-2011. In addition, many procedures have been put in place to help ensure the quality of data. Nebraska employs a detailed process to verify data

accuracy, from submission by the districts through preparation and submission to EDEN. The EDFacts file preparation process itself adds a final data quality check. Before files are submitted to EDEN, a copy of the data is sent to the program director or owner of the data for data validation. If an issue is identified, program staff collaborate with the data preparer to resolve the issue and correct the file. Once all issues are resolved, the program staff approve the report and the data are submitted to the EDEN system.

Privacy Protection and Data Accessibility (FERPA)

In November 2010, the State Board of Education approved revised policies for data access, privacy and reporting. A new Data Access and Use Policy and Procedures manual was created reflecting these policies and incorporating Family Education Rights and Privacy Act (FERPA) reporting requirements as well as a process and application for research requests. The manual is available on the NDE homepage at www.education.ne.gov and is used by the NDE Data Trainers as a model for district policies and practices. An internal Administrative Memorandum #711, Student And Staff Data Privacy And Confidentiality, detailing the processes used by NDE to ensure privacy protection and appropriate access to data was approved in November, 2011.

The NDE Data Trainers also provide annual training for NDE data staff and program directors on the use of data, ethics, and FERPA reporting requirements. Privacy protection and FERPA reporting requirements will be given high priority as NDE develops the proposed tools and training.

Data Quality

Nebraska has implemented several practices to support data quality including an automated data validation and verification system and a coordinated auditing effort between data and program staff who are jointly responsible for data timeliness, accuracy and completeness.

The data validation and verification process starts with submission of data to NSSRS. Validations check data during uploads and produce error messages that include suggestions for corrections. As a secondary level of validation Nebraska employs a separate secure access site called NSSRS Validation. This site allows districts to view errors/warnings that may not have been captured during the initial upload. The site also provides verification reports that present uploaded data, such as membership or average daily attendance, in user friendly reports. The site also provides the numerous searchable data lookups. These tools have proven to be very useful in resolving errors.

Another process to ensure data quality is a collaborative review of data by NDE staff. Nebraska employs an approach which pairs Program Data Managers (PDM) and Data Audit Coordinators (DAC). Each program owning data collected in NSSRS has a PDM who is responsible for reviewing the data as needed. The DAC are the data analysts who prepare the files for EDFacts. A complete list of Program Data Managers, Data Audit Coordinators and System Leaders is included in Appendix A.5.

Interoperability

The eScholar® Integration Templates serve as a mapping mechanism that allows districts to load data from varied local student information systems. Within each Template, all eScholar® data elements that exist in the National Center for Education Statistics (NCES) Data Handbooks are coded and referenced to ensure proper compliance with ESEA, EDFacts, and other federal laws. While processes are standardized with NSSRS for data collection from districts, the same does not exist for exchanging or sharing data at the State level.

Student information is maintained in separate “stovepipes” among the state agencies that provide services to students in K-12. While the future of data needs is unknown, the need to link data across very divergent systems in multiple state agencies is almost a certainty. The following is an example of the work NDE has accomplished that may serve as a model in the coming years.

During the last year, NDE developed a process for matching NSSRS data with information from the Department of Health and Human Services (DHHS) by building a Direct Certification and Verification Matching System (DCVMS).

The DHHS Division of Children & Family Services (CFS) and NDE Nutrition Services (NS) agreed in February 2011 to act in accordance with the provisions of the Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-265) et seq. and the Healthy, Hunger Free Kids Act of 2010 (P.L. 111-296) to facilitate direct certification for free school meals for any child who is a member of a household receiving assistance under the Supplemental Nutrition Assistance Program (SNAP) formerly the Food Stamp Program (FS), the Temporary Assistance to Needy Families Program (TANF) and direct verification of applications for free or reduced price school meals for any child receiving assistance under the Nebraska Medicaid Program or the Nebraska State Children’s Health Insurance Program (SCHIP). By the end of December 2011, the data sharing will include foster children whose care and placement is the responsibility of the State or who are placed by a court with a caretaker household.

DHHS provides to NDE a full replacement file of active SNAP and TANF cases/persons on a nightly basis. The data includes, at a minimum, the household member names, gender, dates of birth of each household member as well as the name, address, and primary language of the household of each active opened SNAP or TANF cases. On the nightly basis, DHHS provides this information on active Medicaid/SCHIP cases.

NDE provides Nutrition Services a file of student-level enrollment data from NSSRS based on school enrollment on a nightly basis. The student file is combined with data from the e-Scholar Uniq-ID® system, Colyar ® Child Nutrition Program (CNP) uploaded data file, and a Colyar ® Child Nutrition Program (CNP) Single Student Interactive Screen data file and matched daily with the DHHS SNAP, and TANF data for direct certification. Districts receive email notification and can review a list of students on the Colyar ® CNP website to see if there is a match for a student currently enrolled in their district.

There are several steps that NDE must take to prepare for future interoperability needs. The first is to have a well-documented and transparent enterprise-wide architecture. This includes an NDE Data Governance Plan that contains a revised data dictionary, a data model, metadata, quality assurances, and efficient administrative processes as described in the next section.

NDE has committed to mapping current NSSRS data elements to the Common Education Data Standards (CEDS). NSSRS instruction manuals provide definitions, code sets and format for the data NDE collects through the eScholar® templates. Mapping NSSRS data elements to CEDS will be a joint effort with stakeholder involvement. NDE is proposing a group of 20 district staff to assist in the mapping data to CEDS.

Interoperability includes having the capability to link state with local data. To assist districts with data analysis and reporting, the NDE proposes a data-use tool that will match state and local data. To be successful, these processes must ensure that the data used for matching or linking is accurate and up-to-date. This proposal seeks additional staff dedicated to work with the Interstate Locator module, Uniq-ID® for Students (NDE Student ID) and NDE Staff ID systems, and assisting districts with enrollment data for the Cohort Four-Year Graduation Rates.

Enterprise-wide Architecture

While Nebraska meets the requirement to have an enterprise-wide architecture, several of the components need to be revisited and revised to meet changing needs and demands on the system. With the 2007 IES grant, Nebraska was able to address a need to integrate Special Education's data system into NSSRS.

NDE needs a comprehensive Data Governance Plan that covers all of the data systems it maintains. This includes the Grants Management System and the P-16 System which are outside of the priority of the proposal. Currently, the requirements and documentation for the K-12 SLDS exist in various internal Administrative Memorandum, plans, practices, policies and guidance. As the State moves forward into the future, it will need to form relationships with other entities who will want to be assured that NDE has an established and operational governance plan. An NDE Data Governance Plan can also serve as a model for districts to document their practices and policies. The NDE Data Governance Plan will be addressed in its entirety but will not be included in this proposal. Several components of the plan are included.

As the data dictionary is revised and mapped to CEDS, a documented metadata model should be developed and made available to the public. Currently, much of the information needed for the metadata model is provided in multiple documents and files that are posted on the NSSRS page of the Department's website. Missing from NDE's documentation are business rules and formulas for some, but not all, of the calculations using NSSRS data. The metadata model is necessary to support the transparency so critical when data are used to make high stakes accountability and funding decisions and public reporting. NDE staff time is needed to lead a group of stakeholders in the process of incorporating CEDS into the data dictionary and to complete the data model and metadata.

3. Data Use Requirements

Secure Access to Useful Data for Key Stakeholder Groups

NDE meets this requirement and has already enhanced the system with revised State Board policies, the new Data Access and Use Policy and Procedures manual and the revision of the internal Administrative Memorandum #711, Student and Staff Data Privacy and Confidentiality that includes revised system access request forms for NDE staff. The NSSRS Validation system provides access to individual student records and a new system access request form was developed to ensure that NDE staff have access only to the appropriate data.

The 2007 IES grant provided resources to establish a decision support system. Nebraska's Data Reporting System (DRS) has been recognized as valuable and a viable instrument for providing data to stakeholders for informed decision making. Eight states have obtained a copy of the "DRS Sharing Package", some of which have adapted it for their purposes. The DRS was originally designed to provide user access to masked state level data. In response to districts requests for unmasked data, the system was reconfigured with a public access site containing masked state level data and a secure access site for districts containing their unmasked data. The secure access site now allows district administrators to approve building level access. The DRS continues to be refined by the addition of data elements to increase the analysis options for the user.

Data Use Deliverables

The enhancements to Nebraska's K-12 SLDS proposed in this application are integrated to provide a comprehensive approach for providing quality data that will be used at multiple levels to make informed decisions. Quality data begins with a fully implemented SLDS with processes and practices in place to support accurate, appropriate and timely data and data submissions. Training for district and NDE staff is an integral component of the system. The work tasks needed to accomplish the goals and deliverables must be coordinated and organized to avoid duplication of effort. For example, the revision of the data dictionary to include CEDS should be finished before the work begins for the proposed integrated student information system. The proposed deliverables provide new data-use tools, expand the existing training, add a new emphasis on research and evaluation to produce new tools for data analysis and reporting, and enhance the SLDS. These components are designed to move the focus of NDE from data collection to data use and reporting. The goals and deliverables listed below are presented in fuller detail in Section (b).

Goal 1. Provide a data analysis tool for districts that uses multiple local and state data sources to produce reports for local decision makers.

Deliverable:

1.1 A Data Analysis and Reporting Tool (DART)

Goal 2. Provide a statewide system of professional development training for data analysis that reaches every district.

Deliverables:

2.1 Training materials

2.2 Delivery of training to every district

2.3 Monitoring and evaluation of training

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.

Deliverables:

3.1 Training for NDE program staff

3.2 Disseminating data, research and analysis findings

Goal 4. Expand and enhance the SLDS for sustainability.

Deliverables:

4.1 Customer Relationship Management

4.2 Data Governance Plan Components

4.2.1 Data dictionary aligned with CEDS

4.2.2 Data model

4.2.3 Metadata

4.3 Interstate Locator

4.4 Enrollment data support

The process of identifying goals and deliverables for this proposal involved many stakeholders. Implementation of these deliverables will involve even more stakeholders in active and collaborative roles in determining the final decision on the data-use tools, in developing and delivering new professional development training across the state, and in working with the research community.

Training on Use of Data Tools and Projects

The 2007 IES grant enabled Nebraska to establish a partnership with the ESUs to support training and funded four NDE Data Trainers. The NDE Data Trainers have developed a Data Quality Curriculum initially based on NCES' Forum Guide to Building a Culture of Quality Data: A School & District Resource (NFES 2005-801). The trainers have developed approximately 15 Data Quality training courses over the three plus years under that grant. The NDE Data Trainers' contributions are so valued that NDE has continued funding for them during

these times of budget cuts and staff reductions. Their goals have included being able to help districts establish appropriate processes and procedures and dedicating resources to ensure the accuracy, timeliness and completeness of data. Through their dedication to these goals and training, districts are more focused on data quality. All districts have identified a data steward and almost 170 of Nebraska's 249 districts' data stewards were represented at the 4th Annual Data Conference in April, 2011.

In addition to Data Quality training, the four NDE Data Trainers actively support and provide individual technical assistance through workdays scheduled by the ESUs immediately preceding each major data submission deadline. This hands-on training and assistance is critical for the smaller districts and nonpublic systems. Nonpublic systems do not submit individual student level data into NSSRS, but do assign the NDE Student ID, submit state required aggregated student and staff data reports annually, and a student roster to Nutrition Services Direct Certification and Verification Matching System.

The statewide system plan proposed in the application would add training on using data and would expand the intended participants to all staff in all districts. This ambitious plan of a statewide system of professional development training proposed in Goal 2 cannot be accomplished without the continued partnership of the ESUs, the involvement of ESU staff dedicated to professional development, the NDE Data Trainers, and increased involvement of the research community.

Professional Development on Data Use

In addition to the Data Quality Curriculum provided to groups across the state, the 2007 IES grant provided resources for an Annual Data Conference to assist districts in understanding the SLDS and how to submit data. When the funding ended, NDE continued the conferences because of the need to provide opportunities for district staff to learn about the SLDS and also to network with other users. The 4th Annual Data Conference in April 2011 had an expanded focus of using data. Almost 500 people attended the conference. NDE will continue this project and is not requesting additional funding in this proposal. The professional development training plan proposed in Goal 2 will expand the professional development to the district level so all staff can participate.

Evaluation of Data Products, Training and Professional Development

Evaluation is an integral component of all programs. The Joint Committee on Standards for Educational Evaluation developed a document to guide the process to "ensure useful, feasible, ethical and sound evaluation of educational programs, projects, and materials" (Sanders, 1994, pg. xiv). These standards will be used to build a solid evaluation plan for the projects in this proposal.

Standard U1- Stakeholder Identification: *“Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed”* (Sanders, 1994, pg. 25).

The identification of needs for the projects in this proposal was conducted with a broad range of stakeholder involvement. NDE will continue to involve stakeholders at all levels, but most importantly, those persons most impacted by the projects. Since the statewide system of Professional Development Training (Goal 2), the Data Governance Plan and alignment of the data dictionary with CEDS (Goal 4), and the integrated student information system (Goal 1), will affect every district and ESU in the state, the NDE will use several stakeholder groups to guide the evaluation plan and monitor progress of implementation.

The Policy Advisory Committee (PAC), described in Section (d) Project Management and Governance Plan, will serve as the umbrella stakeholder group. The Data Analysis Cadre and ESU Professional Developers Affiliate will serve as the stakeholder group for Goal 2. The District Data Collections Group and the NSSRS Executive Committee will serve as the stakeholder groups for Goal 1. This proposal calls for a stakeholder group to be formed to assist in the development of the Data Governance Plan (Goal 4).

Standard P1 – Service Orientation: *“Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants”* (Sanders, 1994, pg. 81).

Standard F2 – Political Viability: *“The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted”* (Sanders, 1994, pg. 71).

An evaluation plan will be designed that includes and addresses each of the four goals of this proposal. The above named stakeholder groups will be involved in this developing the evaluation plan and will also participate in focus groups, interviews, and surveys throughout the grant period. These qualitative methods will allow NDE to gather data in a manner that is less likely to yield biased results. The interview protocols and surveys will be developed primarily by the NDE’s new research office with the support and involvement of interns and in collaboration with the university’s research community.

The stakeholder groups will be given opportunities to provide guidance regarding the utility of the proposed tools and materials. This guidance will be used during development to ensure that the proposed deliverables effectively address the identified needs. As the project progresses, the stakeholder groups will be informed about the types and purposes for varying evaluation methods. Additionally, they will be provided opportunities to offer suggestions for improvement, considerations, and other appropriate feedback.

Standard A1 – Program Documentation: *“The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified”* (Sanders, 1994, pg. 127).

Standard A3 – Described Purposes and Procedures: *“The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed”* (Sanders, 1994, pg. 137).

Standard A4– Defensible Information Sources: *“The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed”* (Sanders, 1994, pg. 141).

The new Project Coordinator of this proposal is responsible ensuring that the scope, tasks, risks, communication processes, and timelines for each project are defined by the appropriate people. These will provide documentation for NDE staff and stakeholder groups to ensure a clear understanding of each project and its purposes prior to beginning to design the evaluation plan.

Continuous evaluation and reflection are key components of a successful project. Detailed documentation of both the project and the methods of evaluation are necessary not only as proof of progress or completion but also to corroborate reliability, effectiveness, validity of inferences, adequacy and appropriateness of processes. Therefore both a comprehensive evaluation report and technical document will be completed and published by NDE on an annual basis. Prior to publication stakeholder groups will have access to draft versions of each document for review.

Standard U3 – Information Scope and Selection: *“Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders”* (Sanders, 1994, pg. 37).

In an effort to assure appropriate scope and selection of information collected throughout the evaluation of the projects in this proposal, the stakeholders will participate in conversations about their relevant needs and the proposed research questions.

Standard A5 – Valid Information: *“The information gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use”* (Sanders, 1994, pg. 145).

Standard A6 – Reliable Information: *“The information gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use”* (Sanders, 1994, pg. 153).

Approach: A mixed-methods approach will be used to obtain and analyze data appropriate to the proposed projects. During the development stage, NDE staff and interns from the University will guide the development of protocols, and content for each set of formal and informal interviews, focus group discussions, and surveys. Additionally, protocols and forms for documentation of observations will be developed. Finally, protocols will be developed for documentation of data retrieval from current systems. These standardized protocols will minimize possible error associated with individuals being assessed and conducting assessments to increase the reliability of the processes and the validity of inferences based on results.

Collection: Initially, baseline data will be collected regarding the time and money expended by varying levels of stakeholders in efforts to obtain and use data in meaningful ways. This data will be collected through an analysis of our current systems in tandem with interview, focus group

and survey responses from current users. This data will be used in a comparison analysis after implementation of and training for the proposed data tools. Additionally, data will be collected on a continuous basis through observations, surveys, focus groups, and interviews.

Analysis: Both quantitative and qualitative data will be analyzed using appropriate quasi-experimental parametric or non-parametric procedures.

Reporting: The results from all data analysis will be presented in the annual evaluation, and technical reports. These reports will be formatted using the guidelines provided by the American Psychological Association (APA). Tables and figures will be presented in a clear and concise manner such that they are easily interpreted.

Standard A7 – Systematic Information: *“The information collected, processed, and reported in an evaluation should be systematically reviewed and any errors found should be corrected”* (Sanders, 1994, pg. 159).

One component of the grant proposal is the development of a research and evaluation team at the NDE, including the addition of a Research and Evaluation specialist and the inclusion of interns from the University. This team will be composed in a way that allows for independent replication and comparison of datasets and analysis results. Independent replication and comparison systematically addresses possible errors and facilitates correction.

Standard U6 – Report Timeliness and dissemination: *“Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion”* (Sanders, 1994, pg. 53).

Standard A11 – Impartial Reporting: *“Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings”* (Sanders, 1994, pg. 181).

Quarterly evaluation updates will be provided to stakeholders outlining the progress of the project and summarizing preliminary findings. These updates will be sent out electronically in conjunction with the NDE Bulletin. The NDE Bulletin currently provides timely information regarding the Nebraska Student and Staff Records System (NSSRS); the Data Reporting System (DRS); the State of the School Report (SOSR); the Nebraska State Accountability assessments (NeSA) and the Nebraska Performance Accountability System (NePAS) on a weekly basis.

Standard A8 – Analysis of Quantitative Information: *“Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered”* (Sanders, 1994, pg. 165).

Standard A9 – Analysis of Qualitative Information: *“Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered”* (Sanders, 1994, pg. 171).

The research and evaluation team will be responsible for proposing, and carrying out appropriate analysis. Analysis will be selected based on the type of data collected and the research questions to be addressed. The research questions will be reviewed by various stakeholder groups prior to analysis. Graduate students from UNL, serving as interns, will assist in the development of these

questions based on the descriptive statistics from preliminary data. Additionally, these graduate students will assist in conducting and replicating the data analysis and reporting.

Partnerships with Research Community

Nebraska has revised its State Board policies on data access and requests and developed new guidance, Data Access and Use Policies and Procedures. This guidance includes a process and forms for researchers requesting data from NSSRS. Through the State's annual report card, files of all data included in that report are available for downloading from the initial report in 2000. NDE has not been proactive in seeking partnerships with the research community nor has it conducted its own research and analysis of data. NDE is now committed to a new focus on research and evaluation through the commitment of resources and reorganization. All of the goals of this proposal will support a more active role for research and evaluation in the use of data for informed decisions. The proposal would add a Research and Evaluation Specialist and involve graduate students as interns to assist with evaluating the effectiveness of the projects and assisting NDE in data analysis and reporting. Deliverable 3.2 will ensure the scope of data available for research is widely disseminated as well as provide de-identified data sets from NSSRS for researchers. Initial outreach to the research groups at the University of Nebraska-Lincoln have been enthusiastically received and supported.

Sustainability Plan

Sustainability is a critical part of any development initiative. Nebraska's K-12 SLDS has legislative and institutional support and is recognized as an essential component of all efforts to improve academic achievement. The NDE has institutionalized policies and practices to ensure quality data in a timely manner and provided training to support districts. The deliverables proposed in this application will enhance that system by strengthening the capacity to support districts through additional tools, training and an expanded collaboration with the research community. For the most part, implementation of the deliverables is based on partnerships with existing organizations like the ESUs and the research community. With the exception of the Research and Evaluation Specialist, the proposal adds new staff only for tasks that will be funded by the grant. DART is proposed initially as a pilot project to define success so districts will be supportive and find a way for additional funding to support in the future.

Sustainability of the SLDS will be enhanced through an improved system of customer support proposed in this application. The Customer Relationship Management (CRM) system will track requests from districts and other data users to the NDE Helpdesk and expedite resolution. The NDE Helpdesk currently uses the State's ticket system which does not allow for efficient handling of these requests. By providing information regarding the types and frequencies of requests the CRM will enable NDE to target training, provide additional guidance, and redirect resources to best meet the needs of NDE customers.

The proposed evaluation of the goals and deliverables will provide information that will assist with making decisions on how to sustain projects once the funding period is over.

Section (b). Project Deliverables Related to System Requirements and Implementation

Goal 1. Provide a data analysis tool for districts that uses multiple local and state data sources to produce reports for local decision makers.

Deliverable 1.1 A Data Analysis and Reporting Tool (DART)

This proposal seeks funding to build or buy a system that:

- Connects data from multiple sources including state (NSSRS), assessment vendors, and local student information systems, etc.;
- Stores the local data in a holding box at the NDE that is separated from all other NDE data;
- Allows districts to upload and download data to and from the holding box as often as desired;
- Displays in a dashboard the most commonly used analysis in response to questions about factors affecting student performance;
- Is IT neutral, that is a non-technical person can use the system with little difficulty; and
- Has secure access down to the teacher level.

Nebraska has always depended on stakeholder involvement in the introduction and development of any new system. While the needs analysis articulated a priority need for a data-use tool that can meet the above criteria, the solution or system that produces the data-use tools must also be made with stakeholder involvement. The solution may be to adopt a system that is already developed and in place in other states, such as the Ed-FIT[™] from the Michael and Susan Dell Foundation, or to design and build a system unique to Nebraska.

A data-use tool, like DART, meeting the above listed criteria would provide actionable, relevant, and integrated data to classroom teachers. To create such a system involves a major paradigm shift in several areas. Nebraska has traditionally collected only the data that is mandated by state or federal requirements. The State maintains the warehouse of longitudinal data while districts maintain their own “real time” student information systems along with multiple other data systems. What is proposed in DART is a system that would receive data from multiple sources such as the local “real time” data, NSSRS longitudinal data, state and local assessment systems, staff information systems, etc., allow districts to upload data as often as desired, and use that data to produce reports for teachers and administrators. Collectively, this would represent a systemic change in Nebraska. Due to the difficulty, time and legislative actions involved in mandating such a systemic change, large scale implementation would be problematic. This proposal seeks funds to support a voluntary pilot project in a small number of districts initially. Piloting the project on a small scale will enable NDE to identify district needs and data sources, build the infrastructure, gain experience in assisting districts in the process and, most importantly, be able to demonstrate a successful working model to be used to promote the system to all districts by the end of the grant period.

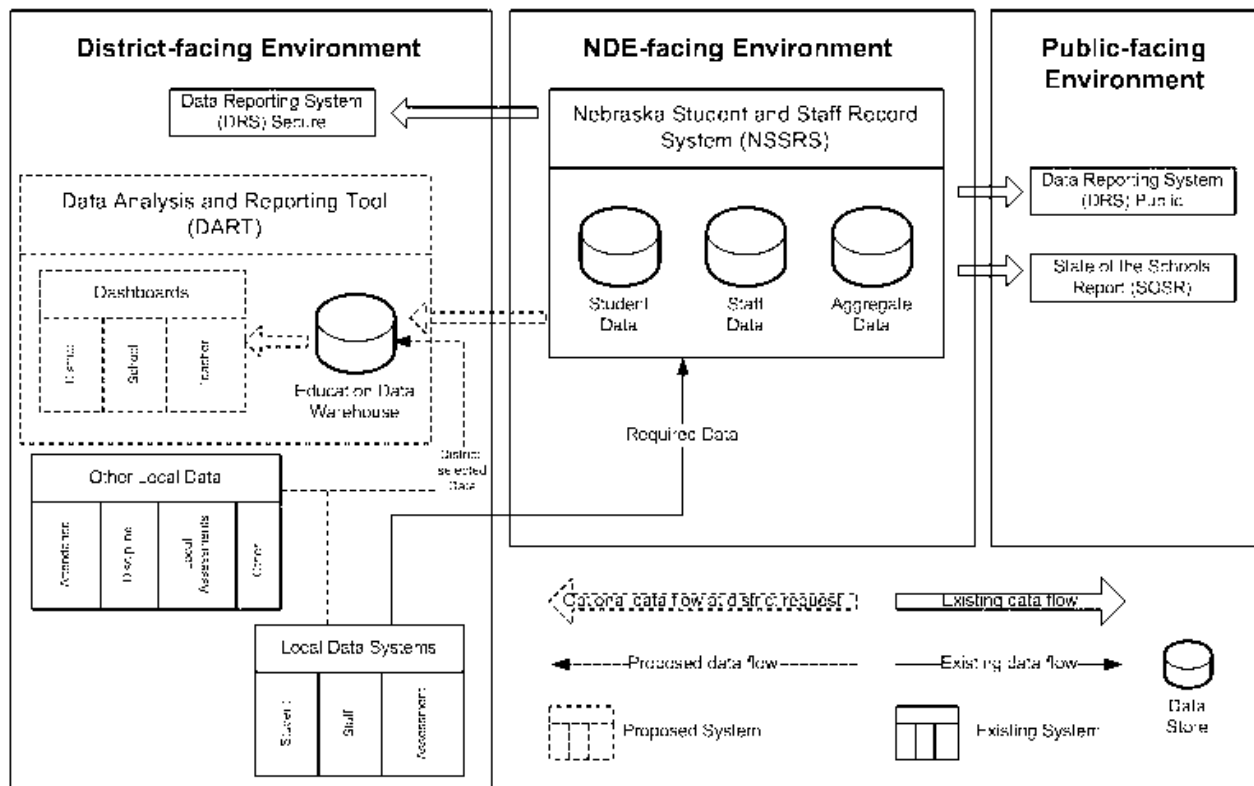
Following precedents in other states, NDE proposes to create a system to hold local data that is not “owned” by the SEA and ensure confidentiality and FERPA requirements are met through an MOU with the districts participating in the pilot.

The following chart identifies the distinctions between the new DART and the existing NSSRS. Also see Appendix A.6 for a graphic depiction of the proposed systems.

Comparison of Proposed DART and Existing NSSRS		
	Data Analysis and Report Tool (DART)	Nebraska Student and Staff Record System (NSSRS)
Security Access to District Data	<ul style="list-style-type: none"> District and school staff, as determined by district administrator District-approved researchers 	<ul style="list-style-type: none"> NDE Staff, as required District and school staff, as determined by district administrator
Data Elements Available	<ul style="list-style-type: none"> Determined by district 	<ul style="list-style-type: none"> Determined by NDE, approved by NSSRS Executive Committee Advice provided to NDE by District Data Collection Group As required by state and federal requirements
Data Elements Provided	<ul style="list-style-type: none"> Determined by district New data elements added via agreement of stakeholder group 	
Frequency of Updates	<ul style="list-style-type: none"> Determined by district 	
Data Sources	<ul style="list-style-type: none"> Determined by district 	
Granularity	<ul style="list-style-type: none"> Determined by district Dashboards provided by district, school, classroom, and student Individual student profiles provided, including longitudinal data 	<ul style="list-style-type: none"> As required by state and federal requirements NSSRS includes lookups by district, school, and student Data Reporting System (DRS) includes dashboards by learning community, district and school

Nebraska will use existing and proposed stakeholder groups to raise awareness of the options available for providing such a data-use tool. These include the District Data Collection Group and the Policy Advisory Group. In addition, NDE will host at least three meetings for districts that might be interested in participating in the pilot project. The timeline for the promotion of the concept gives NDE until December, 2012 to make the decision as to whether to go with an existing system, such as Ed-FI™ or to build something similar.

Proposed System Segmentation Overview



Districts participating in the pilot project would need to devote an extensive amount of staff time to participating in the design and development of DART. This proposal seeks funding to support a staff person from each pilot district for the initial year of development and other development costs. The budget in this proposal includes four FTE staff needed if the decision is made to build a system and proposes to pilot the project in four districts. If the decision is made to acquire an existing system, the number of staff would be reduced by two and the number of pilot districts increased to six. This keeps the overall budget at the same amount regardless of the decision made on this data-use tool. The deliverable is a functional data analysis and reporting tool piloted by at least four districts by the end of the grant period.

Goal 2. Provide a statewide system of professional development training for data analysis that reaches every district.

Professional development training in this proposal is a statewide system of support to schools in data analysis provided by the NDE Data Trainers and the ESUs through a coordinated plan. Through the ESU Coordinating Council, which consists of the administrators from each service unit, resources exist to support a collaborative effort between educational service units and the Nebraska Department of Education to develop and coordinate a statewide plan of professional development in the use of data. In addition, through Nebraska's 17 Educational Service Units, 35-40 professional development consultants representing 17 regional educational service units are naturally positioned to provide support in this area to the school districts within their regions.

Cadres have been established with representatives from each of the ESUs around the core academic subject areas. This plan would create a Data Analysis Cadre of 6 to 8 professional development representatives from the ESUs to work with the four NDE Data Trainers and members of the research community to develop the framework and training materials described below.

Deliverable 2.1 Training Materials

The Data Analysis Cadre would:

1. Develop a framework for data analysis designed to assist educators in:
 - a. Understanding how to interpret a variety of data
 - b. Determining the factors that may explain what the data show
 - c. Considering appropriate research based responses to what the data show (e.g. adjustments to instruction, professional development, educational resources, and programs)
2. Develop training materials to be used by all ESU consultants responsible for implementing data analysis training with districts with the following outcomes:
 - a. Develop high levels of data literacy
 - b. Develop high levels of understanding of a variety of school data
 - c. Develop facility with the tools available for data analysis (i.e., the Data Reporting System, the proposed data analysis and reporting tool, etc.)
 - d. Develop and understanding of school data's relationship to the improvement of teaching and learning
 - e. Develop proficiency in implementing strategies for assisting teachers and administrators in analyzing and responding to school data

Deliverable 2.2 Delivery of Training to Every District

Provide professional development training in:

- a. Tier 1 – The Data Analysis Cadre would train the 35-40 professional developers in the data analysis framework and training materials
- b. Tier 2 – The Professional Developers and Data Analysis Cadre would train teams of educators from multiple school districts to provide training at their respective schools

- c. Tier 3 – The Professional Developers, Data Analysis Cadre and district staff, trained under Tier 2, will facilitate data analysis sessions for staff from entire school buildings and/or districts
- d. Tier 4 – The Data Analysis Cadre and Professional Developers will provide ongoing support to schools in the effective use of data

Deliverable 2.3 Monitoring and Evaluation of Training

The Professional Developers and NDE will monitor the implementation and evaluate the effectiveness of data analysis support in every district. The evaluation of the statewide system of professional development training will be included in the overall evaluation of this proposal.

The deliverables in this category include all of the activities outlined above. Grant funds would support the development of the training materials, support for districts for Tier 2 training, and the evaluation and monitoring of the training.

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.

Deliverable 3.1 Training for NDE Program Staff

To transform NDE from a focus of data collection to one of data use, this proposal seeks funding to support the newly created research component in NDE's Data, Research and Evaluation team. This would include a research and evaluation specialist and funds to contract with students pursuing advanced degrees in assessment and evaluation as interns. The research and evaluation specialist would coordinate the research community's involvement in the Data Analysis Cadre in the ESUs and the statewide system of professional development training; coordinate the Research Review Board in NDE's Data Access and Use Policies and Procedures, review research proposals, and provide support to the new administrator of the Data, Research and Evaluation team in NDE. The person in this position would be responsible for developing and providing training to NDE program directors and staff on the elements necessary for the evaluation of state and federal program grants with a requirement to evaluate effectiveness.

Deliverable 3.2 Disseminating Data, Research, and Analysis Findings

The revisions to FERPA regulations will open the process to facilitate research and create an increase in the number of research and data requests. NDE needs to prepare by ensuring that the scope of data available for research and that research and analysis findings are being actively disseminated to the public. Modeling after the work of the Massachusetts Department of Elementary and Secondary Education, Nebraska will provide de-identified data from NSSRS on a specially designed webpage. The deliverable is public posting of the scope of data available and coordinating the dissemination of data research and analysis findings.

Goal 4. Expand and enhance the SLDS for sustainability.

Deliverable 4.1 Customer Relationship Management

Sustainability of the SLDS will be enhanced by improving customer support. The Customer Relationship Management (CRM), a Microsoft® system, will track and manage requests from districts and other data users to the NDE Helpdesk. The CRM has valuable functions and capabilities. See Appendix A.7 for additional details. The NDE Helpdesk currently uses the State's ticket system that does not allow for easy analysis of the requests. Knowing the types and frequency of NDE Helpdesk support being requested would enable NDE to target training, provide additional guidance, or redirect resources to best meet the needs of the customers. This proposal seeks funding for an additional staff person for the NDE Helpdesk due to the anticipated increase in need with the development and piloting of the data-use tool in Deliverable 1.1. The deliverable is implementation and training on the CRM.

Deliverable 4.2 Data Governance Plan Components

The gap analysis of NDE's SLDS core elements indicated the need to have better documentation and better organization of documentation to support transparency, and to make this documentation available to the public. NDE seeks funding to bring stakeholders into the process of incorporating CEDS into the data dictionary. At the same time, NDE staff would develop and publish a data model and a metadata model. The Data Governance Plan must include a process for periodic review of all of these documents to support sustainability of the system. The deliverables are completion of the K-12 components of a Data Governance Plan - a revised data dictionary aligned with CEDS, a data model and a metadata model.

Deliverable 4.3 Interstate Locator

In the 2009 IES grant application, Nebraska proposed a joint project with Kansas, Missouri, and Iowa to implement the Interstate Locator module of the eScholar Uniq-ID® for Students software product. The Interstate Locator module was built for Kansas under a 2009 IES grant and joined later by Iowa, with Missouri and Nebraska assisting in requirements determination and system design efforts. This module will assist school districts to identify student dropouts and/or not enrolled, eligible to return students who later enroll in a school district within any of the participating states. After positive identification, the former school may report the student as a transfer-out. The deliverable is acquiring, implementing, and training in the Interstate Locator module of eScholar's Uniq-ID® for Students.

Deliverable 4.4 Enrollment Data Support

NDE seeks funding through this grant for additional staff dedicated to work with the Interstate Locator module, the Uniq-ID® for Students (NDE Student ID) and NDE Staff ID systems, and to assist districts with enrollment data for the Cohort Four-Year Graduation Rates.

Section (c). Timeline for Project Deliverables

The deliverables described above will be achieved through the joint effort between NDE , ESU's, and the research community in accordance with the timeline provided. The timeline provides the schedules for initiation and completion of tasks needed to achieve each deliverable. NDE staff are assigned and a leader designated for each task. The principal responsibilities for leadership are further described in Section (d) Project Management and Governance Plan.

Timeline					
Activity		Assigned	NDE Lead	Start Date	End Date
Goal 1. Provide a data analysis tool for districts that uses multiple local and state data sources to produce reports for local decision makers.					
1.1	Data Analysis and Report Tool (DART)				
1.1.1	Develop awareness and availability of options to promote the data analysis and reporting concept through meetings with the Policy Advisory Group and the District Data Collections Group	Dr. Sameano Porchea; Chris Cassel	Dr. Sameano Porchea	Jul 2012	Dec 2012
1.1.2	Hold a minimum of 3 district stakeholder groups to develop interest in piloting a DART project	Dr. Sameano Porchea; Chris Cassel	Dr. Sameano Porchea	Jul 2012	Dec 2012
1.1.3	Develop a Project Charter	Dr. Sameano Porchea; Chris Cassel	Dr. Sameano Porchea	Jul 2012	Dec 2012
1.1.4	Determine high level requirements	Dr. Sameano Porchea; Chris Cassel	Dr. Sameano Porchea	Jul 2012	Dec 2012
1.1.5	Create Plan Procurement	Dr. Sameano Porchea; Chris Cassel	Dr. Sameano Porchea	Jul 2012	Dec 2012
1.1.6	NDE decides to either purchase or build a DART. (Build or Buy Analysis)	Dr. Sameano Porchea	Commissioner Roger Breed	Dec 2012	Dec 2012

1.1.6.1	Build a DART (detail requirements, develop WBS, leverage internal resources, scheduling, develop change control procedures, etc)	Project Coordinator, Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Jul 2012	Jul 2014
OR					
	Procure an DART (Develop Procurement Statements of Work)	Project Coordinator, Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Jul 2012	Jun 2013
1.1.6.2	Develop a Project Management plan. (Create Communication Plan, Quality Plan, and Risk Management Plan)	Project Coordinator, Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Jan 2013	Jan 2013
1.1.6.3	Hire web developer and IT Data/Data Analyst	Chris Cassel	Dr. Sameano Porchea	Jan 2013	Mar 2013
1.1.6.4	Purchase hardware and software to create the holding box for district data in the DART	Chris Cassel	Dr. Sameano Porchea	Jan 2013	Mar 2013
1.1.6.5	Secure commitment from districts to pilot DART	Chris Cassel	Dr. Sameano Porchea	Jan 2013	Mar 2013
1.1.6.6	Develop an MOU to clarify data in the DART holding box is “of or belonging to the districts” and not NDE owned	NDE and LEA Legal Counsel, Chris Cassel	Dr. Sameano Porchea	Mar 2013	Jun 2013
1.1.6.7	Contract with pilot districts to provide staff for a DART working group to develop standards for the DART	Chris Cassel	Dr. Sameano Porchea	Mar 2013	Jun 2013
1.1.6.8	DART working group identifies sources of data to be included in the holding box	Chris Cassel, Pam Tagart	Chris Cassel	Jun 2013	Aug 2013
1.1.6.9	DART working group defines the dashboard displays	Chris Cassel, Pam Tagart	Chris Cassel	Aug 2013	Dec 2013
1.1.6.10	DART working group designs prototype dashboards	Chris Cassel, Pam Tagart	Chris Cassel	Dec 2013	Jun 2014
1.1.6.11	NDE implements the DART in the pilot districts	Chris Cassel, Pam Tagart	Chris Cassel	Jul 2014	Jul 2014

Goal 2. Provide a statewide system of professional development training for data analysis that reaches every district.					
2.1	Training Materials				
2.1.1	Create a Data Analysis Cadre of 6 – 8 ESU PD staff, NDE Data Trainers (Rachael LaBounty, Russ Masco, Ben Baumfalk and Matt Heusman) and the new Research and Evaluation Specialist.	Aimee Lempke	Aimee Lempke	Jul 2012	Aug 2012
2.1.2	Data Analysis Cadre meets monthly to develop framework and training materials	Data Analysis Cadre	Aimee Lempke	Aug 2012	Apr 2013
2.1.3	Present plan and training materials at the ESU PDO annual retreat	Data Analysis Cadre	Aimee Lempke	May 2013	May 2013
2.1.4	Tier 2 – two days of training for ESU professional development staff (consultants) and at least one staff member from every district in the state	Data Analysis Cadre	Aimee Lempke	Jun 2013	Jul 2013
2.2	Delivery of Training to Every District				
2.2.1	Tier 3 training at districts with a goal of reaching at least ½ of the districts in year 1	ESU consultants, NDE Data Trainers	Aimee Lempke	Aug 2013	Jul 2014
2.2.2	Tier 3 training at remaining districts	ESU consultants, NDE Data Trainers	Aimee Lempke	Aug 2014	Jul 2015
2.2.3	Tier 4 provides technical assistance as needed; evaluation and monitoring of training	ESU PDO leader	Aimee Lempke	Aug 2013	Jul 2015

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.					
3.1	Training for NDE Program Staff In Evaluation				
3.1.1	Training for NDE program staff in evaluation	Research and Evaluation Specialist	Dr. Sameano Porchea	Jul 2012	Jun 2013
3.2	Disseminate Data, Research And Analysis Findings				
3.2.1	Disseminate data, research and analysis findings	Chris Cassel, Pam Tagart, New Research and Evaluation Specialist	Dr. Sameano Porchea	Jul 2012	Jun 2015
Goal 4. Expand and enhance the SLDS for sustainability.					
4.1	Customer Relationship Management				
4.1.1	Purchase Customer Relationship Management software and hardware	NDE Helpdesk	Aimee Lempke	Jul 2012	Dec 2012
4.1.2	Provide training to NDE Helpdesk staff and NDE staff that assist the Helpdesk	Aimee Lempke	Aimee Lempke	Jan 2013	Jan 2013
4.2	Data Governance Plan Components				
4.2.1	Data Dictionary Aligned with CEDS				
4.2.1.1	Organize a group of stakeholders to work with NDE staff to revise the data dictionary and align it with CEDS	Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Sep 2012	Dec 2013
4.2.1.2	Regularly scheduled meeting or teleconferences of stakeholder group	Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Nov 2012	Mar 2013
4.2.1.3	Finalize revisions and post on NSSRS homepage	Chris Cassel, Pam Tagart	Dr. Sameano Porchea	Mar 2013	Mar 2013
4.2.2	Data Model				
4.2.2.1	Revise Data model to incorporate changes included in this proposal and post on NSSRS homepage	Chris Cassel	Dr. Sameano Porchea	Nov 2012	Aug 2013
4.2.3	Metadata				
4.2.3.1	Develop metadata model during the revision of the data dictionary and the data model	Chris Cassel	Dr. Sameano Porchea	Nov 2012	Mar 2013
4.3	Interstate Locator				

4.3.1	Purchase the Interstate Locator module from eScholar®	Chris Cassel, Aimee Lempke	Dr. Sameano Porchea	Jul 2012	Aug 2012
4.3.2	Hire new data analyst to implement, provide guidance and training materials on the Interstate Locator module	Aimee Lempke	Dr. Sameano Porchea	Aug 2012	Dec 2012
4.4	Enrollment Data Support				
4.4.1	Train the new data analyst hired for the Interstate Locator to also support the NDE Student ID, NDE Staff ID, and Enrollment Data needed for Cohort Graduation rates	Aimee Lempke	Dr. Sameano Porchea	Dec 2012	Feb 2012

Section (d). Project Management and Governance Plan

The Nebraska Department of Education is organized into teams with the team leaders forming the Leadership Council that is led by the Commissioner and Deputy Commissioner. (See Appendix A.8 for NDE organizational chart) The newly formed Data, Research and Evaluation team, led by Dr. Sameano Porchea, holds the responsibility for implementing the proposal in this application including approval and oversight of all project activities. Dr. Porchea reports directly to the Deputy Commissioner and is responsible for reporting on all IT projects to the Commissioner, the State Board of Education and the state's Office of Chief Information Officer. Assisting Dr. Sameano Porchea in implementing this proposal will be a new position of Project Coordinator. In the budgets, this position's time is divided among all of the deliverables since it will be his/her responsibility to ensure that the timelines for completion of the project activities stay within the proposed timelines. The Project Coordinator will develop a detailed description of project tasks, staff/contractor assignments, resource requirements, timelines and milestones, user training mechanisms, and evaluation criteria. The Project Coordinator and Dr. Porchea will be the point persons for the progress report conference calls for this grant. As noted in the timeline activity charts in Section (c), NDE staff members serve as the lead on each of the proposed deliverables. The NDE Leads as identified on the above Timelines, Project Coordinator and Dr. Porchea form the Management Team and will hold monthly status meeting for determining progress on implementation of this proposal.

As noted earlier, a Policy Advisory Committee (PAC) will be reestablished with representatives from the stakeholder groups including policy partners such as the Nebraska Council of School Administrators, the Nebraska Association of School Boards, the Nebraska State Education Association, the ESU Coordinating Council, the P-16 Initiative, Early Childhood Initiative, school district administrators and data stewards. Representatives of the research community will also be included such as Dr. Jon Pedersen, Associate Dean for Research at the College of Education and Human Sciences, University of Nebraska-Lincoln as well as the leader of the Educational Service Unit Professional Development Organization (ESUPDO). Within NDE, representatives would include Dr. Pat Roschewski, State Assessment Director, Diane Stuehmer, Federal Programs Director, Rich Katt, Career Education Director, Gary Sherman, Special Education Director, Russ Inbody, Financial Services Director. The Policy Advisory Committee will be led by Dr. Sameano Porchea. The costs for this advisory group are not included in the budgets of this proposal. With the emphasis on training and research in this proposal, the Policy Advisory Committee will need to focus on the partnerships and collaboration necessary to implement the statewide system of professional development and support the development of the new NDE research and evaluation function within NDE. The PAC will be the forum for members to exchange perspectives on the development and implementation of the project activities.

The existing NSSRS Executive Committee serves as the project management team the SLDS and consists of NDE staff. Their responsibility is to contribute to development efforts and ensure that project activities are integrated, and not in conflict, with other functions and responsibilities of the Department. Members of this team possess a thorough understanding of their program requirements and responsibilities, sufficient technical expertise and leadership skills to assist in the implementation of the project activities. Membership of the NSSRS Executive Committee includes all NDE teams that use or contribute data to the SLDS.

Communication within NDE and with stakeholders including the ESUs, districts, the research community and others is crucial to successful development and implementation, including buy-in, a formal communication plan needs to be developed for this proposal if funded. The plan will need to promote the data-use tools and the professional development opportunities. This information can be shared via the weekly NDE Bulletins, teleconferences, state conferences such as the annual Administrators Days and the Annual Data Conference, meetings and conference calls with NDE's user group, the District Data Collections Group, meetings with our SEA partners in the Midwest Education Information Consortium (MEIC), presentations at national meetings (the SLDS Conference, the NCES MIS and summer conferences, etc.) and the NSSRS website on the NDE homepage. Formal progress reports will be shared with the State Board of Education, the Policy Advisory Committee, the state legislature and others as requested.

Section (e). Staffing

Resumes for all individuals named in this section are included in Appendix C. Qualifications for persons to be hired are included in the Budget Narrative.

NDE staff who contributed to writing this application and will lead the implementation of the projects in it have many years of experience in project development and implementation. The following provides the in-kind contributions of NDE staff to the projects in this application and their role and overall responsibility.

Name	Position	Description/Role
Dr. Sameano Porchea (.25 FTE, in-kind, all years)	Administrator of the Data, Research and Evaluation Team	Overall project administrator, provide oversight and supervise staff, responsible for outreach to research community, lead the Policy Advisory Group, lead the development of the Data Governance Plan, and prepare and deliver all progress reports.
Chris Cassel (.25 FTE YR1, .10 FTE YRS 2 and 3, in-kind)	Director of Student Records	Member of the management team, Chris will be responsible for leading the development and implementation of <u>ISIS</u> and for the data dictionary, data model and metadata. Chris serves as the lead contact with eScholar and other vendors used by NDE and by the districts.
Pam Tagart (.10 FTE each year, in-kind)	Director of Staff Records	Member of the management team, Pam will be responsible for ensuring teacher information, including connections to NDE Teacher Certification system are appropriately incorporated into all projects including the <u>ISIS</u> , data dictionary, data model, metadata, etc.
Aimee Lempke (.25 FTE YR1, .10 FTE YRS 2 and 3, in-kind)	Helpdesk Director	Member of the Management Team, Aimee will be responsible for the collaborative effort of ESUs, NDE Data Trainers, and research members in the Statewide System of Professional Development Training and will be responsible for implementation of the customer relationship management system.

Rachael LaBounty, Russ Masco, Ben Baumfalk, Matt Heusman (.10 FTE YR 1, .50 FTE Yrs 2 and 3, in-kind)	NDE Data Trainers	Members of the Management Team, the NDE Data Trainers will be responsible for collaborating with the ESU PDO leadership and members and members of the research community to develop and provide the statewide system of professional development training.
TBA (1.0 FTE, grant funded)	Project Coordinator	Member of the Management Team, the Project Coordinator will be responsible for monitoring task completion, contractor assignments, resource requirements, and evaluation of the projects in this proposal.
TBA (1.0 FTE, grant funded)	Research and Evaluation Specialist	Member of the management team, this new position will be primarily responsible for coordinating research and the work of the contracted interns, collaborating with the research community, providing training to NDE program staff, working with a cross-team group of NDE staff on the approval process for research requests and designing and conducting analytical studies necessary for the evaluation of the projects in this proposal.
TBA (2.0 FTE, grant funded)	Web Developer	Responsible for leading in-house development or managing the development through a vendor and maintaining the application.
TBA (3 FTE, grant funded)	IT Data/Data Analyst	IT Data/Data Analysts will analyze, design and implement software to support the projects' activities. The analysts will work with any vendor(s) to ensure functionality, prepare guidance for users to ensure understanding and transparency of processes, and work with districts to provide support in validating data and correcting problems.

TBA (1.0 FTE, grant funded)	NDE Helpdesk Support	Responsible for resolving end user issues; diagnoses hardware and software problems; assists users in resolving problems as it relates to DART.
TBA (1.0 FTE, grant funded)	Office Associate III	Responsible for all clerical work and all contract work with vendors and with districts, responsible for managing travel and meeting expenses and reimbursements.
TBA Contracted	Interns	These individuals will provide assistance in a variety of research projects and studies, including the evaluation of the projects in this proposal and the analysis of data and completion of reports for management use. These individuals must have subject matter expertise as well as technical skills in the use of data retrieval software, statistical tools and electronic reporting.

The following provides a synopsis of the experience and expertise the NDE Leads bring to the projects in this proposal.

Dr. Sameano Porchea - Dr. Porchea comes to NDE with experience as a psychometrician at Assessment Technologies Institute (ATI) in Stilwell Kansas, as a Research Associate at ACT, Inc. in Iowa City, as a statistical research analyst and math assessment specialist at the South Carolina State Department of Education and as a former teacher at the University of South Carolina, Florence Darlington Technical College, and Florence School District One. Her experiences in education include but are not limited to, K-12 and college level teaching, administration and development of state level assessment programs; and higher education research. In sum, she has more than 15 years of experience as an educator and researcher at local, district and state levels. Her dedication to an increasing level of knowledge in education, research and evaluation is strictly motivated by her commitment to students and the overall betterment of our educational system. She is an advocate for building learning communities through collaboration between businesses, schools and families; and the evaluation of programs geared toward student and institutional improvement and success. She brings a unique and invaluable set of talents and perspectives to the Department.

Chris Cassel - Chris Cassel supervises NDE's Student Data Group and is responsible for the Nebraska Student and Staff Record System, Data Reporting System, and State of the Schools Report, including coordination with third-party vendors. Chris led the NSSRS implementation team beginning in 2005 and currently leads the Nebraska P16 Goal 3 Technical team. Prior to joining NDE in 2004 as database administrator, he was an application developer and IT manager with Electronic Data Systems (EDS) and later a member of the University of Nebraska's data warehouse team.

Pam Tagart - Pam has worked with NDE Data for over 30 years. She has a broad knowledge of the student and staff data. Pam has worked with researchers in the past coordinating data requests using aggregate data. Pam was on the NSSRS Development team and is familiar with the data collected in this system. Pam is the program data manager for Staff data, Dropouts and Cohort graduation data (student). Pam continues to analyze this data and identify data quality issues, and resolve them. Pam was on the NSSRS development team and as part of that project a data elements dictionary was developed. NDE tried to utilize the standards set by NCES. Pam has participated in CCD, EIMAC and the Forum and is aware of the data standards that are available to NDE. Pam has participated in the NDE NSSRS Exec committee and participated in creating the Data Access and Use Policy and Procedures.

Aimee Lempke - Aimee has led the prior help desk group to a new level of customer support, instituting tools and communications necessary to create a customer service team. She has provided oversight to specific areas of high-level risk to districts such as graduation cohort and special education. She has also directly managed the roll-out of NDE systems (e.g., NSSRS, Uniq-ID® for Students, Consolidated Data Collection) to nonpublic systems and special purpose schools. Her prior experience as a trainer for adults of IT applications has given her insight into training delivery for purposes of professional development, as well as timely and well-developed helpdesk responses and tools.

Rachael LaBounty - Rachael's extensive experience in end-to-end customer service for data services and products contributes to the ability of NDE to design, implement, and evaluate training for its stakeholders. Because her experience has been heavily oriented toward adult learners in service delivery businesses, she is able to assess not only what training is needed, but how it can be adapted to the recipients' personnel, processes, and available tools. Over the past three plus years with NDE, Rachael has established strong working relationships with ESU staff, as well as the district and system staff at all levels.

Russ Masco - Russ joined NDE from a neighboring state, bringing significant insight and experience with federal programs, program evaluation, and research methodologies. He has also served as a classroom instructor, which provides credibility with NDE stakeholders building supportive relationships with district personnel and ESU staff. Russ continues to be an asset to NDE by proactively pursuing ways in which data use can effectively and efficiently improve district consumption of data for improved student outcomes.

Ben Baumfalk - Ben is a direct contributor to the NDE outward facing training materials and documentation such that district and system personnel can have constant technological support available to them. Ben's oversight of the training materials has resulted in clear, replicable steps that directly support a quality data culture. Ben served as the trainer's project lead for NDE's P-16 data collection roll-out, in addition to his regular tasking. ESU Staff, districts, and systems initiate contact with Ben for assistance in submitting and clarifying their data submissions.

Matt Heusman- Matt has consistently delivered enhancements to training materials and documentation that makes it memorable, enjoyable, and easily understood. His prior experience as a classroom instructor and technology integration specialist has assisted the NDE Data Trainers in designing training that is immediately and directly applicable to its stakeholders. Matt is currently a member of the ESU Professional Development Organization, which is devoted to continuing school improvement and professional development. Matt has established strong ties not only with personnel in his regional ESUs, districts and systems, but also across the state education system, benefiting NDE.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

**Statewide Longitudinal Data Systems Grant
CFDA Number 84.372
Nebraska**

Appendix A: Optional Attachments

A.1 Nebraska P-16 Goals

[The Nebraska P-16 goals are as follows:]

1. Adopt a college and career preparation core curriculum that requires four years of English and three years each of math, science and social studies in Nebraska school districts by the 2014-15 school year.
2. Eliminate the academic achievement gap between Nebraska's K-12 Caucasian students and its African American, Hispanic, and Native American students.
3. Develop an effective longitudinal data system which provides information on the Nebraska educational system from preschool through post-graduate degree attainment and entry into the workforce to help align resources with strategic goals.
4. Improve Nebraska's high school graduation rate to 90 percent.
5. Improve Nebraska's college-going rank to the Top 10 tier nationally.
6. Provide affordable access for Nebraska students to attend Nebraska's postsecondary institutions.
7. Improve time to degree completion and increase graduation rates of Nebraska's postsecondary institutions.
8. Increase by five percent the number of teacher education graduates in the areas of science, technology, engineering and mathematics (STEM) within Nebraska postsecondary institutions

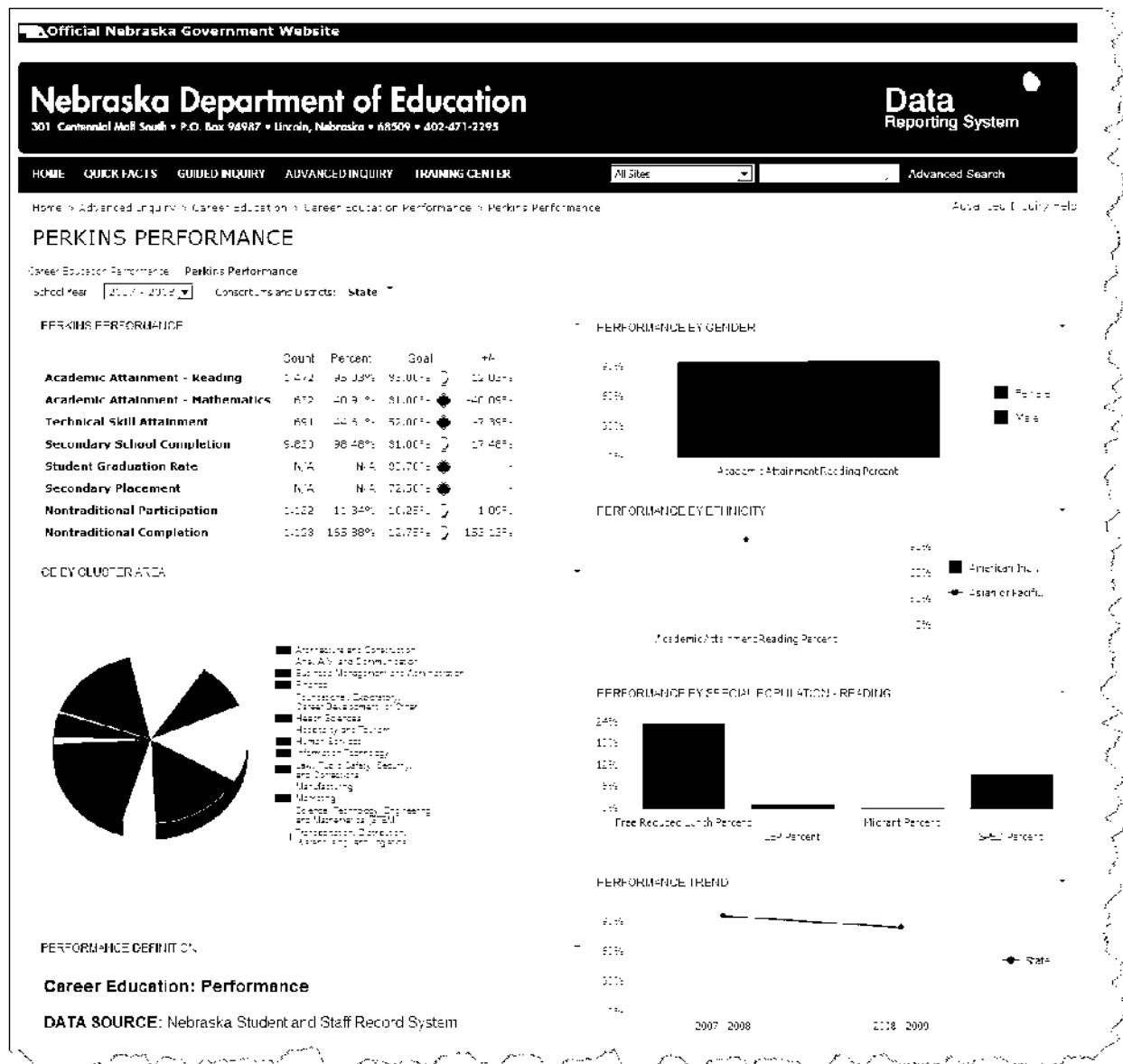
A.2 SLDS Core Elements

SLDS Component	Needs identified from the required components for an SLDS list of the 2007 grant application materials	Proposed Deliverables to enhance the K-12 SLDS
Architecture	Data dictionary, with well-defined content and common definitions for data elements, to assure the same definitions, codes, and periodicity across all schools in the State at data entry points	4.2.1 Data dictionary aligned with CEDS
	Systems and procedures to assure correct utilization of data by the users and providers	2. Professional Development Training 3.1 Training for NDE staff
	Statewide data model that defines and described the logical and physical relationships between data items and system	4.2.2 Data Model 4.2.3 Metadata
	Assuring secure access to data and formal reports to protect the confidentiality of individuals, in compliance with FERPA and the statistical reliability of results	3.2 Disseminating data, research and analysis findings
Business Intelligence Tools	Supporting high-level longitudinal analyses, required for data-driven decision-making by policymakers, educators, and members of the public	1. Data Use Tools 1.1 Integrated Student Information System(?)
	Providing timely, accurate, and user-friendly dissemination of the needed data, reports and analyses to stakeholders	3.2 Disseminating data, research and analysis findings
	Engaging in longitudinal education research to inform policy and decision-making	3. Research and Evaluation Support
	Leading the State, districts, and teachers in the development and use of innovative analytical tools and reports to inform policy and decision-making	1. Data Use Tools 1.1 Integrated student data system
Capacity	Developing efficient administrative processes, infrastructure components, and policy commitments	4.1 Customer Relationship Management
	Assuring sustainability and effectiveness of the system	4.1 Customer Relationship Management
	Assuring qualified staff, training, technical and other resources dedicated to the State's administrative technology over the long term	4.3 Enrollment Data support
	Developing a strong plan for the NDE and other stakeholders to continually evaluate and improve the effectiveness of the data system and of associated process, both in their reporting and decision-support functions, and to periodically assess the degree to which they meet agency and other stakeholders' needs	4.2 Data Governance Plan 5. Evaluation

Training	Business intelligence tools and use of data for decision-making	2. Professional Development Training
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A.3 Data Reporting System

The following web page taken from the Data Reporting System (DRS) website shows an example of an “Advanced Inquiry” within the Career Education Performance subject area. This particular example displays statewide Reading Academic Attainment by various dimensions.



A.4 NSSRS Executive Committee members and responsibilities/contributions to NSSRS

Name	Position	Role
Sameano Porchea	Data, Research and Evaluation Administrator	Leader of the NSSRS Executive Committee
Aimee Lempke	NDE Helpdesk Director, Data, Research and Evaluation team	Helpdesk and customer support
Beth Zillig	Assistant ESEA Title I Director, Federal Programs team	Representing Federal Programs team
Betty VanDeventer	Media Relations Director	Information officer
Brian Halstead	Assistant Commissioner	Legal counsel
Bryce Wilson	Finance and Organization Services	State Aid Director
Chris Cassel	Director of Student Data, Data Research and Evaluation team	System lead for NSSRS, SOSR and DRS
Diane Stuehmer	Federal Programs Administrator	
Eva Shepherd	Data, Research and Evaluation team	Responsible for cohort graduation data, Nutrition Services DCVMS
John Moon	Statewide Assessment Consultant; project manager for NeSA assessments	Representing the Statewide Assessment team
Linda Meyers	Early Childhood Consultant	Representing Early Childhood team
Melody Hobson	Early Childhood Administrator	Representing Early Childhood team
Michelle Michl	Data, Research and Evaluation	Responsible for assessment data
Mike Kozak	Instruction and Innovation Co-Administrator	Technology Team leader
Pam Tagart	Director of Staff Data, Data Research and Evaluation team	System lead for curriculum and all teacher data
Pat Roschewski	Statewide Assessment Administrator	Representing statewide assessment
Rich Katt	Career Education Director	Representing Career Education
Sara Sinani	Data Specialist for Special Education	Representing Special Education team
Scott Swisher	Deputy Commissioner	Representing the Commissioner
Ted Larson	Statewide Assessment Office	NAEP State Coordinator

A.4 2011-2012 NDE Program Data Managers and Data Audit Coordinators by Subject Area

As of: 2011-12-12

	Program Subject Area	Program Data Manager	Data Audit Coordinator (Primary)	Data Audit Coordinator (Backup)
Adult Education	Adult Education (AIMS)	Vicki Bauer	Kathy Boshart	Curt Schnase
Approval & Accreditation	Special Purpose Schools	Freida Lange Dennis McGuire Rick Moses	Sue Martin	Kathy Boshart
	Teacher data for accreditation	Rick Moses	Matthew Dicke	Russ Vogel
ARRA	FFATA (Federal Funding Accountability & Transparency Act)		Ron Mowrey	
	Homeless Education	Roger Reikofski	Ron Mowrey	Curt Schnase
	State Fiscal Stabilization Funds (SFSF)	Brian Halstead	Ron Mowrey	Curt Schnase
	Section 1512	Ron Mowrey	Curt Schnase	
	Special Education	Pete Biaggio	Ya Li	TBD
	Title I	Diane Stuehmer	Ron Mowrey	Curt Schnase
	Title I Accountability	Diane Stuehmer	Ron Mowrey	Curt Schnase
	Title II, Part D	Jim Lukesh	Ron Mowrey	Curt Schnase
Assessment	ACT	John Moon	Michelle Michl	Anusha Tummala
	Adequate Yearly Progress (AYP)	Diane Stuehmer Roger Reikofski Pat Frost Randy McIntyre	Michelle Michl	Chris Cassel Anusha Tummala
	Special Education: Assessment	Carla Osberg	Michelle Michl	Anusha Tummala
	Assessment, STARS, NeSA (Nebraska State Accountability)	John Moon	Michelle Michl	Anusha Tummala
	NAEP (National Assessment of Educational Progress)	Ted Larson	Michelle Michl	Anusha Tummala
	National Assessment Instrument results	John Moon	Michelle Michl	Anusha Tummala
	Statewide Writing Assessment (NeSA-W)	Ed Foy Jackie Naber	Michelle Michl	Anusha Tummala

	Program Subject Area	Program Data Manager	Data Audit Coordinator (Primary)	Data Audit Coordinator (Backup)
Early Childhood	Early Childhood (Rule 11) Early Childhood Program Report	Linda Meyers Tammi Hicken	Jill Aurand	Ron Mowrey
	Results Matter	Jan Thelen Susan Dahm	Jill Aurand	Michelle Michl
General Statistics	Completers , Dropouts, Transfers, Graduation Rate	Pam Tagart	Eva Shepherd	Kathy Boshart
	District and School Information	Kathy Heskett	Sue Martin	Pam Tagart
	Excessive Absenteeism	Jill Aurand	Kathy Boshart	Sue Martin
	Suspension/Expulsion	Jill Aurand	Kathy Boshart	TBD
	Gun Free Schools	May Ann Losh	Kathy Boshart	Jill Aurand
	Fall Membership	Jill Aurand	Sue Martin	Kathy Boshart
	Free and Reduced Lunch	Chris Cassel	Eva Shepherd	Sue Martin
	High Ability Learners	Mary Duffy	Kathy Boshart	Anusha Tummala
	Highly Mobile Students	May Ann Losh	Anusha Tummala	Eva Shepherd
	School Mobility	TBD	Anusha Tummala	Eva Shepherd
Federal Programs	Career Education Career and Technical Education (CTE), Perkins, Perkins Innovation Grant	Rich Katt Matt Hastings Terri Sloup	Anusha Tummala	Kathy Boshart
	Homeless Education McKinney –Vento Grant	Roger Reikofski	Anusha Tummala	Kathy Boshart
	Title III, English Language Learners (ELL), Immigrant	Nancy Rowch Terri Schuster	Anusha Tummala	Jill Aurand
	Title III: Annual Measurable Achievement Objectives (AMAO)	Nancy Rowch Terri Schuster	Anusha Tummala	Michelle Michl
	Migrant	Sue Henry Letty Rose	Kathy Boshart	Anusha Tummala

	Program Subject Area	Program Data Manager	Data Audit Coordinator (Primary)	Data Audit Coordinator (Backup)
Federal Programs (continued)	Rule 18 Data	Pat Frost	Sue Martin	Kathy Boshart
	Title I Schoolwide vs. Targeted Title I Programs Title I Accountability Funds	Diane Stuehmer	Anusha Tummala	Kathy Boshart
	Title I Part D, Subparts 1 and 2 (Neglected and Delinquent)	Pat Frost	Anusha Tummala	Kathy Boshart
Special Education	ILCD (Improving Learning for Children with Disabilities)	Jeanne Heaston Lindy Foley	Kathy Boshart	Sue Martin
	Special Education: Discipline	Adria Bace	Kathy Boshart	Ya Li
	Special Education: Financial	Pete Biaggio	Ya Li	Curt Schnase
	Special Education: Student	Sara Sinani	Kathy Boshart	Sue Martin
Staff	Staff: Early Childhood	Linda Meyers	Matthew Dicke	Kathy Boshart
	Staff: Special Education	Adria Bace	Matthew Dicke	Kathy Boshart
	Staff: Substitutes	Brian Halstead	Matthew Dicke	Sue Martin
	Staff: Title I	Diane Stuehmer	Matthew Dicke	Kathy Boshart
	Teacher Certification	Kevin Peters	Matthew Dicke	Russ Vogel
	Teacher Compensation Survey	Pam Tagart	Matthew Dicke	TBD
	Teacher Data for NCLB	Pat Madsen Adria Bace	Pam Tagart	Randy Meiner
State Aid	Annual Financial Reports	Janice Eret Kay Bergquist	Curt Schnase	Jill Aurand
	Census Report	Janice Eret	Curt Schnase	Jill Aurand
	Enrollment Option Transportation Reimbursement	Bryce Wilson	Curt Schnase	Jill Aurand
	LEP Plan	Russ Inbody	Kiley Taylor	Ron Mowrey
	LC-2	Janice Eret	Curt Schnase	Jill Aurand
	Poverty Plan	Russ Inbody	Kiley Taylor	Ron Mowrey
	State Aid	Bryce Wilson	Ron Mowrey	Curt Schnase
	Summer Programs	Bryce Wilson	Ron Mowrey	Curt Schnase
	Transportation	Janice Eret	Ron Mowrey	Curt Schnase
Technology	Technology Plan	SuAnn Witt		

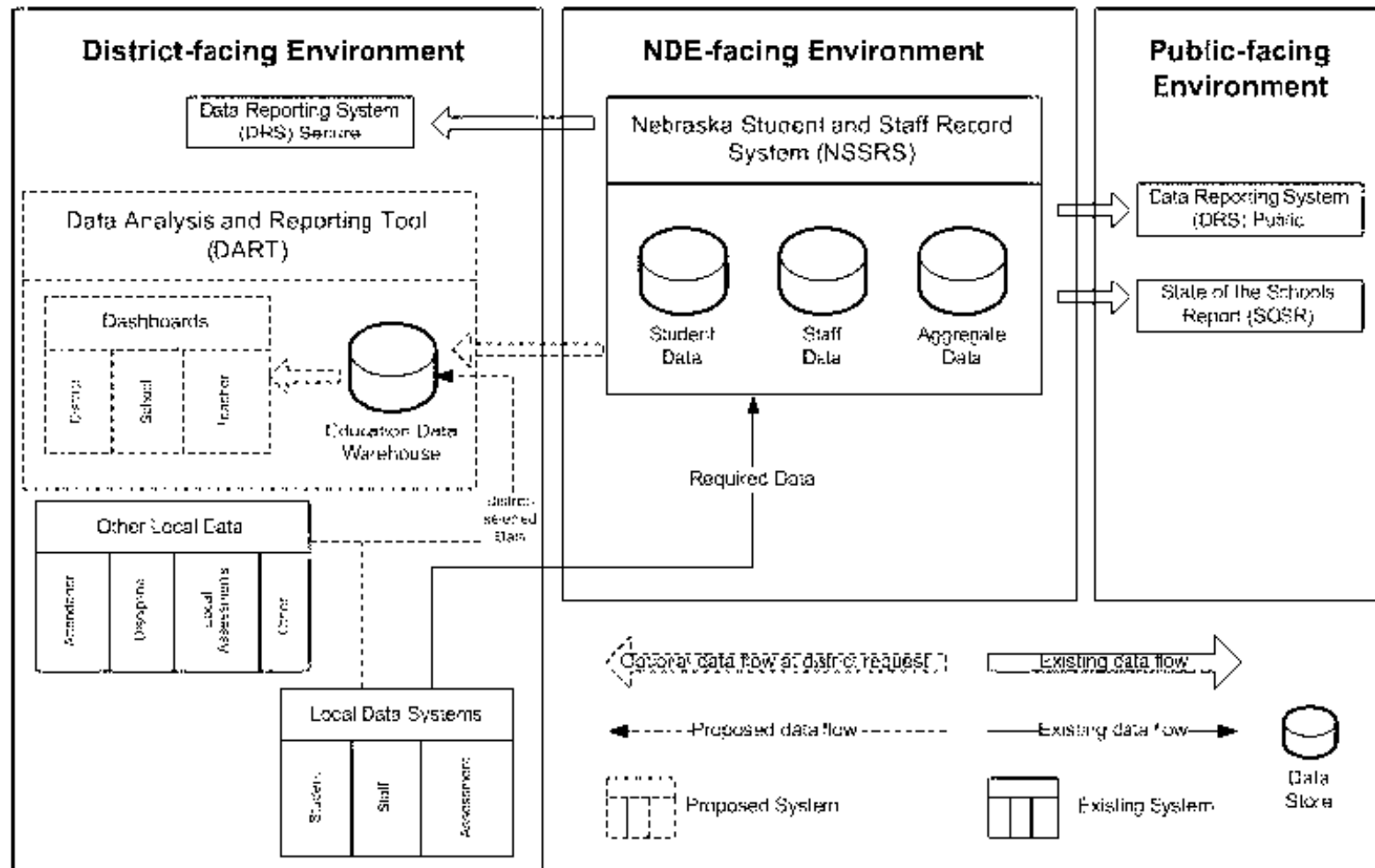
NDE System Leaders

As of: 2011-12-12

Application	Program Data Manager	System Leader/ Application Developer (Primary)	System Leader/ Application Developer (Backup)
Child Nutrition Program (CNP)	Michelle Stephens	Howard Camp	Colyar Consulting Group
Consolidated Data Collection (CDC)	(Multiple)	Sue Martin	TBD
Contracted Service Provider (not in Portal)	Jill Weatherly	Rich Burns	TBD
Curriculum System	Pam Tagart	Russ Vogel	Matthew Dicke
Data Reporting System (DRS)	Chris Cassel	Matthew Dicke	Anusha Tummala Don Green Travis Rhoden
EDFacts	(Multiple)	Jill Aurand	Kathy Boshart
Education Directory	Pam Tagart	Matthew Dicke	Sue Martin
Grants Management System (GMS)	Diane Stuehmer	Cathy Von Kaenel	Kiley Taylor
Medicaid in Public Schools (MIPS)	Jon Sterns (DHHS)	Sue Martin	Chris Cassel
NDE Portal	TBD	Kathy Boshart	Curt Schnase
NDE MART	Chris Cassel	Anusha Tummala	Kathy Boshart
NSSRS Administration	Aimee Lempke	Kathy Boshart	Chris Cassel
NSSRS Desktop Database (MS Access)	Chris Cassel	Sue Martin	TBD
NSSRS NDE Staff ID	Pam Tagart	Matthew Dicke	TBD
NSSRS NDE Student ID	Aimee Lempke	Eva Shepherd	Ginny Carter
NSSRS Validation	Chris Cassel	Jill Aurand Sue Martin	Kathy Boshart
SFOS Collections	Russ Inbody	Curt Schnase	Jill Aurand
Special Education: Discipline	Sara Sinani Adria Bace	Rich Burns	Kathy Boshart
Special Education: Financial	Pete Biaggio	Ya Li	Curt Schnase
Special Education: Statement of Assurance		Ya Li	TBD

Application	Program Data Manager	System Leader/ Application Developer (Primary)	System Leader/ Application Developer (Backup)
Special Education School Age Final Financial Reports	Lori Adams	Sue Martin	TBD
Special Education IDEA (Individuals with Disabilities Education Act)	Pete Biaggio	Ya Li	Kathy Boshart
Teacher Certification	Kevin Peters	Matthew Dicke	Russ Vogel

A.6 Proposed System Segmentation Overview (DART Model)



A.7 Customer Relationship Management Proposal

Overview & Objectives

The Nebraska Department of Education is seeking a replacement for its existing IT helpdesk support tool. While there are many things the department appreciates about the current application enough areas for improvement have been identified that justify seeking a replacement platform.

The primary goal is to have a tool that will help NDE Customer Support more efficiently process helpdesk tickets and communicate with customers. Additional goals include being able to identify trends of consistent inquiries where documentation and/or other types of training content can be created and distributed as well as create a single, central system where the customer support team can see the communication between districts and customers in its entirety.

NDE believes Dynamics CRM 2011 will not only accomplish the immediate goals, but also provide a foundation for expansion and scalability as the Customer Support team grows and evolves.

Summary Business Requirements

The following business requirements have been identified as priority requirements and provide the basis for the estimate which follows. It is understood by both parties that this list of requirements is based on incomplete information and if the requirements change, the included estimate may require an adjustment as well.

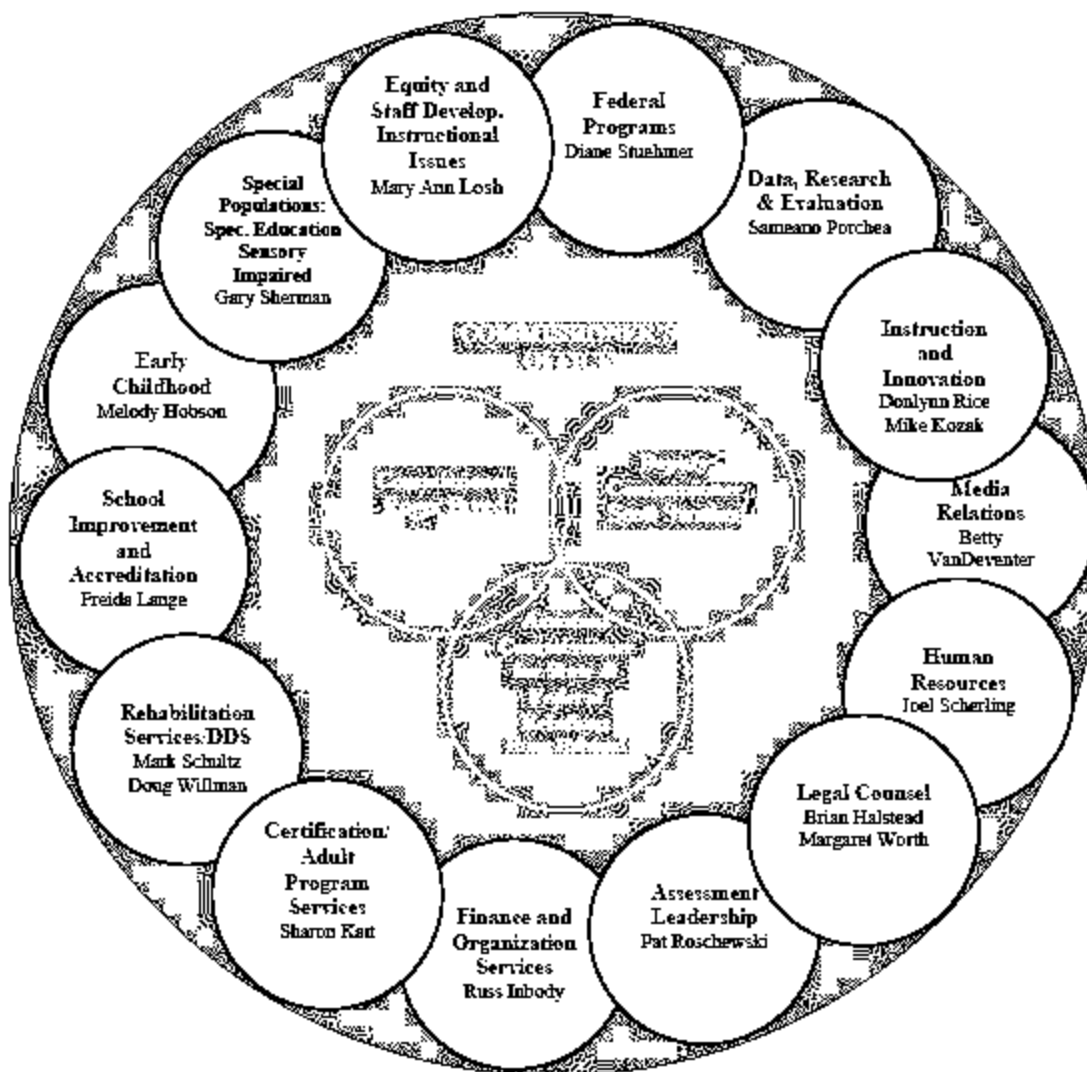
1. **Account, Contact and Support Ticket Forms.** CRM forms will be modified to include data fields that are important to the NDE Customer Support team. Fields that are unnecessary will be removed. Aspect will include the creation of up to 20 custom fields for each of the three entities listed above.
2. **Search.** Users will be able to search for tickets based on user, location, department or within a user's profile
3. **Stats:** Display how many tickets are currently open for a particular customer and how many have been closed. This includes individual users as well as departments.
4. **History/Tracking.** CRM will provide the ability to all activities that are entered into the system, including emails that are sent from within CRM or from Outlook 2003, 2007 and 2010.
5. **Categorization.** CRM will provide the ability to categorize tickets based on type or other characteristics of a support ticket.
6. **Queues.** Based on the criteria in a case, queues will be used to organize, distribute and automate the ticket intake process.
7. **Self-service portal.** A web based self-service portal will be provided that will allow customers to submit tickets and check the status of tickets as they work through the NDE Customer Support team's processes.
8. **Attachments.** Either within CRM or through an out of the box integration with SharePoint, users will be able to attach documents to the support ticket.

A.8 NDE Organization Chart

NEBRASKA DEPARTMENT OF EDUCATION

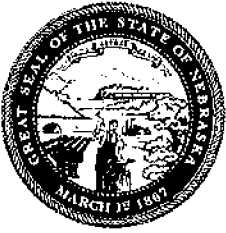
LEADERSHIP COUNCIL

A Process for Communication, Decision Making, and Collaboration



**Statewide Longitudinal Data Systems Grant
CFDA Number 84.372
Nebraska**

Appendix B: Letters of Support



Dave Heineman
Governor

STATE OF NEBRASKA

OFFICE OF THE GOVERNOR
P.O. Box 94848 • Lincoln, Nebraska 68509-4848
Phone: (402) 471-2244 • dave.heineman@nebraska.gov

December 12, 2011

Dr. Roger Breed
Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South, 6th Floor
Lincoln, NE 68509

Re: State Longitudinal Data Systems Grant Application (CFDA # 84-371)

Dear Commissioner Breed:

I am pleased to have this opportunity to endorse the Nebraska Department of Education's application for a State Longitudinal Data System ["SLDS"] grant. Nebraska has already worked hard to develop the Nebraska Student and Staff Record System as a truly comprehensive PreK-16 data system. This proposal will enhance the K-12 system to provide additional tools and training to both educators and policy-makers to ensure data-driven decisions in the classroom and at the state level.

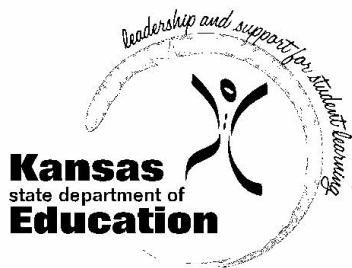
The projects outlined in this grant application would support the goals of *Nebraska P-16 Initiative*, a coalition of business, government, and education organizations formed to improve success for students from preschool through college, which I chair. Specifically, the SLDS will provide data that will help policymakers to better align valuable resources in order to meet the Nebraska's strategic goals.

Given the keen commitment to this issue that I share with other Nebraska policymakers, I am confident that the U.S. Department of Education's investment in this proposal would be a wise one.

Sincerely,

A handwritten signature in black ink that reads "Dave Heineman".

Dave Heineman
Governor



Information Technology

785-296-7931

785-296-1413 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • 785-296-6338 (TTY) • www.ksde.org

December 7, 2011

Ladies and Gentlemen:

The Midwestern Education Information Consortium (MEIC), which consists of 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. The MEIC gathers in person approximately once per year and meets via conference call as necessary to discuss matters related to the collection and use of education data.

In 2009, four MEIC member states (Iowa, Kansas, Missouri, and Nebraska) proposed an interstate student locator be developed that would enable former students to be identified who are receiving education services in another state. This interstate locator module was among the outcomes for which Kansas received American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data System (SLDS) grant funding in 2010. Since that time, Iowa, Missouri, and Nebraska have worked alongside Kansas via a series of conference calls to help determine requirements, assist in system design, and establish a phased implementation plan. The ability for future participation by additional states is among the interstate student locator's design goals.

The Kansas State Department of Education supports Nebraska's application for IES SLDS grant support to enable Nebraska's participation in the interstate student locator pilot and subsequent implementation. Clearly, the value to participating states in such an interstate effort is in direct proportion to the number of border states that also participate in the effort. IES funding for Nebraska's participation will enable more accurate graduation rates and dropout rates be calculated for all participating states, including Kansas.

Thank you for your consideration of this recommendation regarding Nebraska's grant application.

Sincerely,

(b)(6)

Kathy Gosa, Director
Information Technology

December 9, 2011

Dr. Roger Breed, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

It is with great enthusiasm that I am able to write this letter of support for the Nebraska Department of Education to enhance the K-12 collection and reporting of data. The current state longitudinal data system (SLDS) provided the state of Nebraska the necessary support for training and assistance on data collection/reporting and we are enthused about collaborating with NDE on the next phase which would provide the tools and training for educators and policy makers to analyze and use the data collected at the state and local levels to make informed decisions.

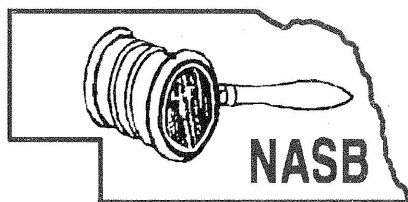
Our collaboration with NDE's Research and Evaluation team will provide opportunities for our researchers and research centers to use the data collected through this system to develop studies that will provide key information to stakeholders throughout the state. Central to this work will be the ability for our researchers to connect to the multiple data sources at the district level combined with data from the Nebraska Student and Staff Record System (NSSRS), and other sources in order to act in a timely manner. We also see a great benefit in the design and implementation of dashboards at classroom, teacher and district levels.

Providing the accessibility to this type of data and affording the opportunity to analyze academic performance and other factors impacting performance based on the data the district selected is essential if we are going to continue to progress in

our state. We are also enthusiastic about the potential to work with NDE on the proposed statewide system of professional development. Our researchers and research centers will be invaluable collaborators in this process. We look forward to another productive partnership with the Nebraska Department of Education

(b)(6)

Jon Pedersen, Ph.D.
Associate Dean for Research
College of Education and Human Sciences
University of Nebraska-Lincoln
1650 N 35th
Home Economics 105C
Lincoln, NE 68583-0800



Nebraska Association of School Boards

Dec. 12, 2011

To Whom It May Concern:

The Nebraska Association of School Boards would like to lend our support to the grant application of the Nebraska Department of Education to continue their work in developing the state longitudinal data system for K-12 schools.

NDE is looking to renew this IES grant (CFDA 84.371) to continue enhancing our K-12 system. If funded, this grant would provide tools and training for educators and policy makers to analyze and use the data collected at the state and local levels to make informed decisions.

The data-use tools proposed would provide a way to link data from multiple sources at the district level and combine it with data from the Nebraska Student and Staff Record System (NSSRS) and other sources to provide timely, relevant and actionable information to teachers and administrators about their students' academic performance.

A second phase of implementation would use the data to provide dashboards at classroom, teacher and district levels to analyze academic performance and other factors impacting performance based on the data the district selected. NDE will use broad-based stakeholder involvement in determining whether to buy or build the data –use tools and plans to begin implementation in a pilot project with several districts.

An equally important component of NDE's proposal would establish a statewide system of professional development that includes the creation of training materials and a delivery system designed to ensure access to training in understanding and using data in every district. A partnership of the ESU professional development staff, NDE's regional trainers, and involvement of members of the research community would lead the development and implementation of this training.

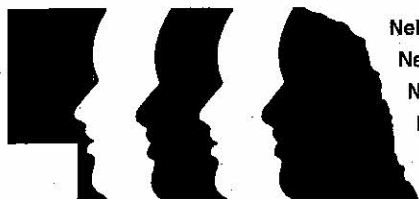
The third major focus of the proposal would be to build capacity within NDE's new Research and Evaluation team. NDE has made the commitment to support the use of research and collaborate with established research centers to use the data we've collected and encourage further studies.

The Nebraska Association of School Boards whole-heartedly supports this effort to allow education practitioners to use the voluminous data available in a form that advances individual student achievement at all levels of the public school system.

Respectfully submitted,

(b)(6)

John C. Spatz
NASB Executive Director



Nebraska Association of School Administrators (NASA)
Nebraska Association of School Business Officials (NASBO)
Nebraska Association of Elementary School Principals (NAESP)
Nebraska Association of Special Education Supervisors (NASES)
Nebraska Association of Retired School Administrators (NARSA)
Nebraska State Association of Secondary School Principals (NSASSP)

Nebraska Council of School Administrators

455 So. 11th Street, Suite A • Lincoln, Nebraska 68508-2105 • 402.476.8055 or 800.793.6272 • FAX 402.476.7740

Michael S. Dulaney, J.D., Ph.D.
Executive Director
mike@ncsa.org

Web Site:
<http://ncsa.org>

Jack Moles
Chairperson
jack.moles@jccentral.org

Dan E. Ernst, Ed.D.
Associate Executive Director
dan@ncsa.org

Randy Schlueter
Vice Chairperson
rschlueter@bpsne.org

December 12, 2011

Dr. Roger Breed, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509

Dear Dr. Breed,

On behalf of the members of the Nebraska Council of School Administrators, I wish to indicate our support for Nebraska's application for the Institute of Education Sciences (IES) Grant. It is our understanding that the grant funds would be used to provide data-use tools in order to link data from multiple sources at the school district level and combine it with data from the Nebraska Student and Staff Record System.

We are also excited about the second component of the NDE grant proposal to establish a statewide system of professional development including training materials and a delivery system designed to access training and understanding and using data in every school district.

The Nebraska Council of School Administrators is comprised of superintendents, business managers, elementary, middle and secondary principals, curriculum specialists, special education directors and other categories of school administration. The Nebraska Council of School Administrators wholeheartedly supports your efforts to pursue the IES Grant.

Sincerely,

(b)(6)

Dr. Michael Dulaney
Executive Director

cc: Mr. Jack Moles, NCSA Chair
Mr. Randy Schlueter, NCSA Vice Chair
Dr. Marilyn Peterson, Data and Federal Programs Administrator, NDE



NEBRASKA EDUCATIONAL SERVICE UNIT
COORDINATING COUNCIL

455 South 11th St.; Suite C
Lincoln, NE 68508

December 12, 2011

Dr. Roger Breed, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Dear Dr. Breed,

I am pleased to offer the support of the Educational Service Unit Coordinating Council (ESUCC) and the ESU's statewide professional development capacity for the Institute of Education Sciences grant (CFDA 84.371) proposal. Nebraska's seventeen ESUs remain committed to helping local school districts and the state make the best use of available data and information to improve education across Nebraska. Additionally, the ESUCC provides a statewide process for professional development that is poised to assist in this grant effort to inform local educational decisions and practice.

ESU professional development staff have organized efforts under the ESUCC and through several subgroups of professional development staff which includes generally staff development and technology assistance, as well as content specific cadres for reading, math, and science. A primary focus of these groups has been to help school officials better understand their local assessment data and make informed decisions. This effort would be dramatically enhanced by the data-use tools proposed in the grant. At this point, it is imperative that systems are united so that multiple sources of data can be combined to provide information to improve teaching and learning across the state. The proposal offers an opportunity for the Department, along with stakeholders such as ESUs, to establish common and scalable tools for statewide use. Common tools will enhance local capacities to make solid educational decisions by bringing statewide professional development expertise and a series of data informed educational strategies.

I believe that the establishment of the additional capacities for data analysis and support envisioned in the grant proposal will be a considerable asset to Nebraska's educational system. I know that our ESUs and our statewide professional development staff look forward to participating in this effort.

Sincerely,

Matthew L. Blomstedt
Executive Director

December 14, 2011

Dr. Roger Breed, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Dear Commissioner Breed:

I am writing this letter in strong support of the Nebraska Department of Education's (NDE) grant proposal for the Statewide, Longitudinal Data Systems Program CFDA Number 84.372A. Partnering with NDE on this project will expand current opportunities for graduate students in the Center for Instructional Innovation and in our College to apply their knowledge through authentic experiences. We expect that selected students will be engaged in quantitative and qualitative research, analyses, and evaluation activities under the direction of NDE staff. Collaborating with NDE will allow our students to observe firsthand the direct impact of data, research and evaluation on educational policies and to further hone their problem solving and critical thinking skills. I am very excited about this opportunity and look forward to working with NDE on a continuing basis into the future.

Sincerely,

(b)(6)

A yellow rectangular box redacting the signature of Roger Bruning.

/s/
Roger Bruning, Ph.D.
Velma Warren Hodder Professor
Department of Educational Psychology
Co-Director, Center for Instructional Innovation
209C Teachers College Hall
University of Nebraska, Lincoln
Lincoln, NE 68588-0384

**Statewide Longitudinal Data Systems Grant
CFDA Number 84.372
Nebraska**

Appendix C: Resumes

Benjamin F. Baumfalk
Nebraska Department of Education
Lincoln, NE 68509

Professional Experience

Nebraska Department of Education

2009 - Present

Instructional Designer and Training Specialist

Lincoln, NE

- Functioned as a liaison to over 200 Nebraska school districts in the preparation, submission, and analysis of various data collections. Worked collaboratively with district superintendents, principals, and technical staff. Facilitated multiple workshops, training sessions, and presentations. Designed, created, and distributed various marketing and educational materials.

FirstComp Insurance/Risk Exchange (REX)

2007 - 2008

Training Coordinator

Omaha, NE

- Responsible for the design, delivery, and analysis of training initiatives for company business procedures, internally developed software programs, and reporting tools. The position also included quality assurance testing and technical user support.

The Gallup Organization

2000 - 2006

Consumer Interviewing Specialist

Lincoln, NE

- Conducted phone interviews with numerous American citizens and private businesses. Assisted in the training of new employees to Gallup's culture and operating systems. Provided ongoing user support.

Education

Master of Arts

Graduation Date: December 2006

Teaching, Learning, and Teacher Education

University of Nebraska – Lincoln

Bachelor of Arts

Graduation Date: May 2003

Major: Psychology

University of Nebraska – Lincoln

Minor: Biological Sciences

Professional Certification

Nebraska Teaching Certificate – Secondary natural sciences endorsement

Community Involvement

Southeast Community College – Assistant instructor for English as a second language (ESL).

Technology

- Proficient in Microsoft Office; Outlook, Word, Excel, PowerPoint, and Publisher
- Proficient in Adobe; Captivate, Photoshop, Soundbooth, and Dreamweaver
- Extensive experience using teleconferencing and web-based technologies to facilitate training sessions

Christopher S. Cassel: System Leader

Nebraska Department of Education
Lincoln, NE 68509

Professional Experience

**2004-Present: Nebraska Department of Education
Director, Nebraska Student and Staff Record System**

- Responsible for implementation and on-going maintenance of the Nebraska Student and Staff Record System (NSSRS)
- Student Data Group Leader
- Nebraska P16 Goal 3 Implementation Technical Project Manager
- Database Administrator (2004-2009)

**2000-2003: University of Nebraska, Lincoln, NE
Data Warehousing Analyst**

- Support and development of University-wide data warehouse and internet-based user interface.
- Developed SAP extracts for data warehouse source data.
- Led migration effort from Microsoft SQL Server 6.5 to 2000 and implementation of Data Transformation Services.

**2000: Lucent Technologies, Omaha, NE
Senior Member Technical Staff**

- Support and development of manufacturing execution system utilizing Visual Basic 6.0, Microsoft Transaction Server, Oracle, Microsoft SQL Server and SAP interfaces.

**1990-2000: Electronic Data Systems, Omaha, NE
Senior Information Specialist**

- Designed and constructed several browser-based data maintenance and reporting applications, as well as multiple enterprise client-server applications with users throughout the United States utilizing Microsoft Visual Basic, Office and SQL Server.
- EDS liaison for Operations Division of Enron Transportation & Storage; responsible for technical direction, IT budget and customer relationship management.
- Leader of software development and production support teams; responsible for work direction, financial outlooks and staff development.
- Enhanced Vendor Managed Inventory application for Del Monte Foods.
- Developed mainframe "Fax Utility" for General Motors.
- Project Leadership:
 - CA7-to-Control M conversion for US West.
 - Weekly MRP Vendor Schedules for General Motors.

Technical Experience

Programming

- Expertise with SQL, HTML, ASP, VBS, DTS and ODBC.

- Proficient with VB, VB.NET, C#.NET, JavaScript, COBOL, Clipper and FoxPro.
- Experience with MTS and Java.

Database

- Expertise with Microsoft SQL Server (6.5, 7.0, 2000, and 2005) and Microsoft Access.
- Experience with Oracle, Sybase and Microsoft SQL Server 2008.

Education

2011-present: Concordia University –Nebraska, Seward, NE
Masters of Business Administration, Management Information Systems emphasis.

1986-1990: University of Nebraska, Lincoln, NE
B.S., Business Administration, Management major, emphasis in Management Information Systems and Speech Communication.

Professional Presentations

- Nebraska State Data Conference: Data quality, data collections, and data reporting. (2008-2011)
- Nebraska Administrators' Days: Nebraska Student and Staff Record System updates. (2005-2011)
- U.S. Department of Education National Center for Education Statistics (NCES) conferences

NCES Data conference

- *"Mobility and Identification? Solving the Interstate Problem"* Panel member (2011)

NCES Management Information Systems (MIS) conferences

- *"Nebraska Data Reporting System: Sharing the Foundation"* (2011)
- *"Partnering with Districts for Data Quality"* (2009)

NCES Statewide Longitudinal Data Systems (SLDS) conference

- *"Partnering with Districts for Data Quality"* (2009)
- *"Aggregate Reporting and Cell Suppression"* Panel Member (2011)

Matt Heusman: Data Trainer

Nebraska Department of Education Lincoln, NE 68509

Education

- M.S. Instructional Design and Technology, *Emporia State University*, Emporia, KS. August 2005
- B.S.E. Elementary Education, *Emporia State University*, Emporia, KS. May 1998.
- A.A. General Studies, *Cloud County Community College*, Concordia, KS. May 1994

Work Experience

Educational Specialist - Trainer, Department of Education, Lincoln, NE

2008 – Current

- Collaborated with training team to develop and deliver data quality curriculum for districts in the state of Nebraska
- Conducted multiple workshops and trainings across the state for superintendents, principals and data stewards
- Forged strong professional relationships with department, ESU, and district professionals
- Presented at variety of conferences including Nebraska Data Conference, Administrator Days, and Nebraska Educational Technology Association Conference
- Member of Westside Community Schools Accreditation Site Visit
- Co-chair AdvancED Underwood Hills Accreditation Site Visit
- Member of ESU/PDO professional learning network

Technology Integration Specialist, Salina Public School, Salina, KS

2002 – 2008

- Collaborated, with principals, school specialists, and teachers to assist in school improvement
- Designed, developed and implemented technology integration plan for Salina Public Schools
- Lead monthly in-services on technology integration for teachers
- Designed and delivered technology rich lessons and units in K-12 classrooms
- Presented variety of audiences including district school board, administrators, and teachers

Sixth Grade Teacher, Salina Public Schools, Salina, KS

1998 – 2002

- Designed and developed daily classroom lessons using research based strategies, differentiated instruction, and cross curricular connection.
- Participated on school improvement and steering committees
- Served as building technology facilitator

Skills

- **Communication** - Strong written and verbal presentation skills
- **Interpersonal** – Collaborate well on teams to achieve goals and foster relationships
- **Technology** – Strong ability to use multiple technology tools to facilitate learning
- **Experience** – Lifelong educator at school, district, and state level

Rachael LaBounty: Data Trainer
Nebraska Department of Education
Lincoln NE 68509

PROFESSIONAL HIGHLIGHTS

- Over 30 years of progressive management experience in a variety of customer-facing capacities
Plan and direct end-to-end service delivery: pre-sales through customer acceptance. Leadership in accuracy, service responsiveness, proactive issue resolution, and risk management. Varied delivery environments: call center to customer sites
- Significant experience in operational, technical, process engineering, project & change management skills
Quality assurance, and process & system continuous improvement leadership. Creation of programs from ground up – establishing and communicating tools, policy & procedures, metrics, and performance criteria. Capital and Expense Budget Creation and Management
- Extensive supervisory experience
Corporate for-profit and federal not-for-profit organizations/Union and non-union entities Mediator (Basic, Family, High Conflict, Restorative Justice) Nebraska Office of Dispute Resolution
- Diverse experience in regulatory state and federal management
FDA & State PSC/PUCs Preparation for FDA clearance & QSR Lobbying and testifying before state commissions, legislature, and negotiations with staff

WORK EXPERIENCE

- Instructional Design/Trainer, Nebraska Department of Education - Western NE
- Administrator, Mitchell Berean Church, Mitchell, NE
- Director of Operations, Alaska Federal Health Care Access Network, Anchorage, AK
 - Customer Support Manager
- Technology and Management Consultant, Self-employed, Olathe, KS
- Senior Director-Solutions Engineering and Partner Development, Sprint, Overland Park, KS
 - Senior Director - E|Solutions
 - Director of System Development - ASP
 - Director of Information Technologies Client Service Center
 - Operations Director of Nebraska/Wyoming
 - Revenues Director for Missouri

EDUCATION

Park University Masters' of Public Affairs - *Awarded Alumni Achievement Award 1983-1993*
Liberty Theological Seminary Master of Divinity – *Summa Cum Laude*
St. Louis University Bachelor of Arts in Education

DETAILED WORK HISTORY & DESCRIPTION

February 2008 – Present Nebraska Department of Education Instructional Design/Trainer
Position includes creation and delivery of training on operational design and related process, content and methodology for a data quality culture. Responsibilities include relationship management at all levels of personnel in continuous improvement of data and subsequent information.

October 2006 – September 2007 Mitchell Berean Church Life Groups Administrator
Position included selecting and training leaders for small group and home studies, as well as purchasing of supporting materials.

March 2004 – September 2006 Alaska Federal Health Care Access Network (AFHCAN)
Director of Operations
Position includes responsibilities for end-to-end customer management, including inventory/asset management, purchasing, help desk, field support, customer/user relations, training, production support, project management, and quality assurance (FDA and UL). Opportunities span national and international partnerships. (New position within organization.)

July 2003 - March 2004 Alaska Federal Health Care Access Network (AFHCAN)
Customer Support Manager
Position included responsibilities for all customer support functions, including warehouse, help desk, field support, customer relations, training and account management for AFHCAN hardware, software and network requirements, compliant with Federal regulations. (Created and implemented help desk; Software: Remedy)

April 2002 - July 2003 Technology and Management Consultant
Evaluate, recommend, and provide resources and training designed to enhance the management of technology at the individual and organizational levels.

1985 - 2002 Sprint/United Telephone Company

November 2001 - March 2002 Senior Director - Solutions Engineering and Partner Development
Position included responsibilities for client facing engineering, sales proposal and contract development over the life cycle of the sale. Position also required identification/assessment/contracting of third parties for solutioning and initiation of relationships with other industry entities for joint sales.

September 2000 - November 2001 Senior Director - E/Solutions

Position included responsibilities for all pre-sales functions for e-solutions internal and external sales teams, including lead/opportunity management, client facing technical architecting, sales responses, contracting and contract administration. Position also required identification/assessment/contracting of third parties for solutioning, best practice creation/documentation and data mining for product/marketing improvements and special programs. Responsibilities included presentations to internal management as well as external client management. Team member for alliance negotiations and analyses. Position and department created from inception.

February - September 2000

Director of System Development - ASP

Position included responsibilities in pre- and post-sales for IT operational, steady state support, specializing in the Application Support Provider (ASP) opportunities. Creation and development of all installation and "steady-state" process and integrated tooling, including identification of potential affiliated partners internal and external to Sprint, and oversight of client implementation. Includes responsibilities for interoperability of telephony/IT marketing, sales and support functions required to provide outsourced IT through matrixed management of internal and external departments, consultants and contracted resources.

1997 - September 1999

Director of Information Technologies Client Service Center

Position included responsibilities for 7/24/365 management of internal help desk functions for Sprint Local Telephone Division and Enterprise clients. Management of severity events, on-line resolution, installation/move/add and change, project integration/reengineering, reporting, call center technology management and exceeding objectives for call center client satisfaction indices in mainframe, distributed, desktop and network environments/applications were primary accountabilities.

1992 - 1997

Operations Director of Nebraska/Wyoming

Position included responsibilities for customer service results for installation and repair for simple and complex accounts, business office and collections, facilities assignments, coordination, maintenance/upgrading of outside plant and central offices, and corresponding revenues, expense and human asset (including union personnel) management. This position also included involvement in economic and community development and representation of Sprint to state, county and city governments.

1989 - 1992

Revenues Director for Missouri

Position included responsibilities for budgeting and financial analyses, pricing/costing and tariffing with the Missouri Public Service Commission, industry relations, as well as creation of negotiated calling plans for the state and testifying before that commission on intercompany settlement plans. Prior to this position, duties included negotiation for toll market entry of the local telephone company and varied regulatory responsibilities.

PROFESSIONAL SKILLS:

- ◆ Over Ten Years Customer Service
- ◆ Budget Planning
- ◆ Windows 95/98//ME/2000/XP/Vista/ 7
- ◆ Computer/Hardware/Software Support
- ◆ Training Professional
- ◆ Data Analyses
- ◆ Successfully completed ExecuTrain Instructor Certification Program (Microsoft Approved)
- ◆ Distance Learning Distributive Learning Project Site Administrator Certification
- ◆ Public Speaking/Presentations
- ◆ Written Communication
- ◆ Software Testing
- ◆ Graphics/Multimedia
- ◆ Microsoft Office
- ◆ LAN/WAN Infrastructure

PROFESSIONAL EXPERIENCE:

Helpdesk Director

2008 - Present

Nebraska Department of Education, Lincoln NE

Manage and oversee the Customer Service team to include 4 trainers and 2 helpdesk support representatives. Provide leadership and directions to the Customer Service team by establishing a mission statement and setting long and short term goals that are in line with the Data Services and the Department of Education. Work with all staff to interpret Federal and State regulations in order to develop, review and publish policy, procedures and guidelines to both Department of Education Staff and the school districts as it relates to the collection of data. Work with data analyst to develop error checks, validations and reports to ensure that the Department receives the quality of data required. Coordinate with appropriate staff to test and review applications in development. Provide second and third tier support to customers; this includes analyzing the issue to determine a practical solution, and communicate effectively with the user on how to resolve the problem and provide any assistance they may need to reach the outcome desired. Serve as liaison between the Department of Education program staff and district customers as it relates to data collections and program policies.

Emergency Management Specialist

2007 - Present

Nebraska Air National Guard, Lincoln NE

Served as a key player in the preparation of the 2010 Emergency Management Unit Compliance Inspection documentation. Prepare, review and provide input to installation contingency plans. Provide hands on Chemical Biological Radiological Nuclear Explosive (CBRNE) defense training to Nebraska Air Guard personnel. Develop and prepare check list in support of Operational Readiness Inspections/Exercises. Create orders, maintain shop personnel data and perform other administrative duties as assigned. Serve as the Emergency Management Records Custodian.

Distance Learning Coordinator**2001-2008**

Nebraska Military Department, Lincoln NE

Managed and promoted the Nebraska Military Distance Learning Program by overseeing maintenance, scheduling, inventory and operations of 6 Distance Learning classrooms and 40 Video Teleconferencing sites throughout the state of Nebraska. Managed a program budget of approximately \$200,000 according to Department of Defense and National Guard Bureau regulations and Cooperative Agreement policies. Coordinated with the Nebraska Military Department Directorates to establish Distance Learning objectives and yearly Distance Learning training needs. Prepared reports documenting the Distance Learning benefits and costs saved. Coordinated and scheduled all Nebraska Military Department Distance Learning events. Served as the Distance Learning State Point of Contact for the National Guard Bureau and as Regional chair for National Guard Distance Learning Advisory Committee.

Application Support Analyst**2000 – 2001**

Cooley Godward Law Firm, San Diego CA

Responsible for providing in-house computer training and help desk support to over 200 users. Coordinated all new hire training with Human Resources department. Developed and maintained training schedules to accommodate users' busy calendars. Performed regular software and hardware updates as needed. Maintained help desk and training database. Wrote effective articles for the monthly news letter addressing software questions, tips and tricks.

EDUCATION AND CREDENTIALS

- ◆ Lincoln Nebraska Northeast High School, 1990
- ◆ B.S. Honors Education, University of Nebraska at Lincoln, 1996
- ◆ National Guard Systems Administrators/Network Manager Security Certification, 2006
- ◆ National Guard Distance Learning Instructor Certification, 2002
- ◆ Maxwell Air Force Base Fiscal Law, 2004
- ◆ Federal Security Clearance at the level of Secret

PROFESSIONAL AFFILIATIONS

- ◆ Executive Director – National Guard Association of Nebraska since 2008
- ◆ Fundraising Co-Chair – Junior League of Lincoln 2010-2011
- ◆ Board Member – Nebraska Distance Learning Association (2003-2006)
- ◆ Co-Chair – Nebraska Distance Learning Summit 2004
- ◆ Executive Secretary and Regional Chair – Distance Learning Advisory Committee (2002-2007)

AWARDS

- ◆ Nebraska National Guard Commendation Medal, 2001
- ◆ Outstanding Center of Influence Award, 2006
- ◆ Army Achievement Medal, 2008

Russ Masco: Data Trainer

Nebraska Department of Education
Lincoln NE 68509

1990-2001 Archuleta County School District/Montezuma Cortez School District - Pagosa Springs, Colorado/Cortez, Colorado

Classroom Teacher

- Classroom Teacher
- Technology Coordinator for student information systems
- Department Chair
- District assessment, standards, and curriculum alignment lead
- District liaison to Native American reservations within district boundaries
- Served on various committees designed to enhance the relationship between Native American, Hispanic, and White populations within the district boundaries
- Coordinated district effort to diversify the curriculum, in various content areas, to meet the needs of student from the various ethnicities

2001-2004 Social Research Laboratory Northern Arizona University - Flagstaff, Arizona
Research Assistant/Project Lead

- Statistical analyst
- Responsible for creation of survey instruments and methodology
- Created coding mechanisms for quantifying open ended responses and focus groups results
- Responsible for writing executive summaries and final project reports
- Responsible for working with clients to suggest and create program evaluation, research questions, and research methodologies
- Creation of databases and transfer of data from survey software applications (CADI) to SPSS, Access, and other analysis tools
- Cleaning and evaluation of data prior to analysis
- Analysis of data and drawing conclusions
- Presentation of findings to community groups, clients, and government agencies
- Creation of multimedia presentations on findings
- Designed and conducted focus groups on various research topics and questions
- Presented to national organizations on research findings

2004-2008 Colorado Department of Education - Denver, Colorado

Statewide Assessment Consultant/Federal Programs Principal Consultant

- Lead program evaluator at state level for all federal programs including School Improvement, Supplemental Services, Math/ Science Partnership (Title IIB), various district improvement initiatives, Title IIA initiatives, and other programs

- Responsible for writing specification and monitoring calculations for AYP, AMAO, Title I Comparability
- Assisted in development of electronic system to determine Title I Comparability
- Assistant state coordinator for the state Native American program which included program development, implementation, and evaluation.
- Assisted in creating the state's proposed longitudinal data model
- Assisted in writing specifications for, development of, and implantation of state data warehouse and reporting system
- Assisted districts in data review and correction
- Assisted districts in evaluating specific programs at the district and school level
- Lead in designing methodology to analyze statewide achievement gap
- Assisted in design of database and methodology to determine Federal Highly Qualified status of teachers statewide
- Analyzed data and created methodology to determine annual Title I distinguished school and district awards
- Served as SEA liaison to schools involved in school improvement facilitating grant fund movement, providing technical assistance, and evaluating effectiveness of implemented programs
- Responsible for administration of statewide ACT testing and data analysis
- Part of annual statewide testing administration procedure development and training as well as the analysis, cleaning, and reporting of the data
- Writing of press releases in regards to evaluation results and statewide accountability outcomes as well as preparation of materials for presentation to the state board
- Worked with multiple private vendors in validating statewide data and various evaluation projects
- Wrote MOUs and state contracts entered into with outside vendors
- Assisted in negotiating contracts with statewide testing vendors
- Created and presented trainings on data submission, program evaluation, use of state data tools, and program information using various modes of delivery.
- Read and made decisions on district AYP appeals
- Review, evaluation of, and making award decisions on statewide competitive grant applications such as The Math/Science Partnership and other competitive grants.
- Assisted in writing state accountability workbook agreements with The U.S. Department of Education
- Participated in federal audits of Colorado federal programs and assisted in rectifying findings or deficiencies
- Conducted district on-site and desk audits
- Provided data in response to requests for data from media and outside parties
- Part of the creation of state IRB procedure in response to increasing data requests

- Was a part of COP and led certain topics of work with the committee
- Conducted district and community focus groups in regards to school improvement efforts

2008-Present Nebraska Department of Education- Lincoln, Nebraska

Data Trainer Program Specialist II

- Assisted districts with the submission of district data to the state system
- Assisted districts in the creation of data teams
- Assisted districts in coordinating state data requirements with local information systems
- Assisted districts with the compiling and use of data to inform decisions at the local level
- Presented trainings to districts on data systems, collections, and reporting systems used by the state as well as data security topics
- Responded to request for interpretation of various state reports provided for district data validation
- Assisted districts in solving data errors and checking for completeness and accuracy of the data
- Assisted in Review and evaluation of proposals for the creation of the state data reporting system (DRS)
- Worked with ESUs to use data in informing decisions around professional development

Education background

- Undergraduate work (BA) is in secondary education with an emphasis in social studies teaching
- Graduate work (MA) is in education policy with an emphasis in research methodology, program evaluation, and statistics

Other skills

- Use of SPSS, SAS, JMP, and other statistical analysis software
- Use of Microsoft Office including Microsoft Access
- Use of database software such as Access, Excel, and Filemaker Pro
- Use of various Oracle query tools
- Use of various Apple applications and Microsoft Office programs designed for Apple products
- Use of query tools using SQL
- Experience working as a team
- Experience working with the educational needs of diverse populations and ethnicities

Sameano F. Porchea PhD: Senior Administrator
Nebraska Department of Education
Lincoln NE 68509

Education

University of South Carolina (Columbia SC)
Doctor of Philosophy in Educational Psychology
Master of Education in Educational Research

January 2001 - May 2008
Awarded: May 2008
Awarded: December 2004

Francis Marion University (Florence SC)
Master of Education in Elementary Education
Bachelor of Science in Elementary Education

August 1992 – December 1998
Awarded: December 1998
Awarded: May 1996

Experience

Nebraska State Department of Education (Lincoln, NE) **October 2011 – present**
Position: Senior Administrator: Data, Research, Evaluation and Information Technology (IT)

- Supervise and manage all statewide data and IT projects and contracts
- Develop internal research and evaluation teams
- Develop and maintain state budgets
- Continuously maintain current and develop new initiatives to support state-wide data use and quality

Assessment Technologies Institute, LLC (Stilwell, KS) **January 2010 – October 2011**
Position: Psychometrician

- Collaborating with sales managers, reps and customer account managers
- Conducting equating analysis
- Conducting norm reset analysis
- Collaborating with nurse educators and development specialist to improve psychometric quality in item banks
- Manage online assessments and users
- Manage testing programs
- Managing assessment norming studies
- Conducting Cut Score studies
- Creating expectancy tables for Comprehensive Predictor assessment
- Conducting psychometric presentations to nurse educators, sales, and clients
- Conducting recruiting for item writing workshops
- Presenting on assessment topics to various groups across the country
- Developing presentation materials

ACT, Inc. (Iowa City, IA) **May 2008 – November 2009**
Position: Research Associate

- Conducting research regarding:
- Collaboratively developing behavioral assessments for middle and high school students
- Crafting policy reports, and briefs

- Conducting literature reviews
- Analyzing data using SAS ENT and HLM
- Preparing for Basic SAS certification
- Preparing proposals for relevant conferences

REAP Associates (Columbia, SC)

December 2005 – May 2008

Position: Co-owner

- Provided guidance to college administration regarding accreditation of the colleges of education and business
- Developed member surveys, conducted web administration, collected results analysis, and provided written reports for the state Chamber of Commerce
- Provided consulting and tutoring for dissertations and dissertation analysis
- Consulted with school districts regarding school improvement plans, teacher assessment training, and program evaluation

South Carolina Department of Education (Columbia, SC)

January 2003 – May 2008

Position: Statistical Research Analyst

- Coordinated the development and production of publications and reports utilizing statewide databases
- Performed complex descriptive and inferential statistics to generate report,
- Disaggregated data by district and school
- Designed and coordinated the collection and presentation of educational information for statistical and research reports
- Used SAS (Mainframe and PC), and other high level language to analyze large sets of data, and respond to requests for educational data; from department staff, school districts, government offices and the general public
- Completed district level report cards, as a requirement of the No Child Left Behind and South Carolinas Education Accountability Acts, including calculations of absolute and improvement indices using syntactical programming in SAS
- Oversaw quality control and editing of the district report card and developmental processes
- Provided immediate on-site programming adjustments during report card production
- Developed working relationships with contractors
- Provided data analysis and interpretation to determine South Carolina's Annual Measureable Achievement Objectives (AMAO's) for the English as a Second Language (ESL) Title III Program and provided justifications to the Office of English Language Acquisition (OELA), U.S. Department of Education (USDE)
- Completed the SCSDE Leadership Training Program for up and coming agency leaders
- Coordinated research efforts with the Office of Assessment
- Responded to frequent data request from both internal and external individuals and agencies

Position: Education Associate II

- Coordinated test development process,
- Developed and edited items aligned with state content and process standards,
- Developed materials for and supervised item content and bias reviews,
- Supervised standard setting,
- Constructed field- and operational test forms,

- Reviewed field-test item statistics and made decisions for inclusion on operational forms,
- Collaboratively developed standards guidance documents for teachers
- Developed anchor, training, practice and qualifying item sets for constructed response items
- Supervised hand scoring of constructed response items and monitored rater statistics,
- Created validity sets to gauge the need for recalibration of raters
- Developed working relationships with contractors via email, phone and in person on-site meetings,
- Developed item writing guidelines for writers
- Developed and presented development and testing related materials to educators across the state,
- Developed access database protocol for input, maintenance and tracking of item histories
- Supervised range finding for constructed response items
- Collaboratively developed rubrics for constructed response items
- Managed item security
- Developed strategies to better communicate with districts, schools and teachers,
- Assisted in the development of alternate test forms (including forms for both mentally and vision impaired students)
- Provided test security monitoring at schools throughout the state
- Provided monitoring of Individual Education Plans (IEP's) to determine alignment with state and federal policies and assure recommendations for modifications and accommodations were being met,
- Participated in Technical Advisory Meetings (TAC's) for state tests
- Reviewed administration manuals
- Assisted in the development of timelines for test development and administration
- Worked with administrative staff to coordinate various meetings and presentations for educators
- Participated in a televised Assessment Update series produced to educate teachers and administrators about assessment in the classroom.

University of South Carolina (Columbia, SC)

June 2002 –December 2007

Position: Teaching Assistant, Program Evaluator, Statistics Lab Tutor, Research Assistant

- Assisted in developing teaching materials for an undergraduate classroom assessment course
- Taught classroom assessment for senior level pre-service teachers for two semesters (taught alone)
- Completed a comprehensive program evaluation for the College of Education Leadership Training Program in Special Education.
- Started developing tutorial CD's for SPSS and SAS with Camtasia software
- Conducted data analysis for the South Carolina Arts Assessment Project (SCAAP) years 1-3
- Collaboratively investigated the effects of augmented and integer level scores with multiple raters for 4th grade Visual Arts and Music students

Florence School District One (Florence, SC)

August 1996 – December 2002

Position: Teacher

- North Vista Elementary School
- Henry L. Sneed Middle School

August 2002 - December 2002

August 1996 – May 2002

Pam Tagart

Lead Analyst

Nebraska Department of Education

Lincoln NE 68509

Professional Experience:

1980 – 2011: Nebraska Department of Education

Information Technology Application Lead Developer

- Assign and monitor project status and progress for application developers.
 - Including application developers for Teacher Certification.
- Gather and document initial specifications for projects.
- Review and produce data reports.
- Work closely with the Database analyst on data base design, data elements, data dictionary, etc.
- Work with the EDEN team to produce federal reports.
- Program Data Manager for NSSRS Staff and Completers, Dropouts, Cohort Four Year Graduation Rate, NCES Graduation Rate
- Participant in NCLB Highly Qualified Team
- Create business rules and reports for quality check on data collected by NDE.
- Member of the Nebraska Department of Education School, Personnel and Curriculum Steering Committee.
- Alternate for Nebraska on the National Forum on Education Statistics.
- Alternate for Education Information Management Advisory Committee (EIMAC)
- Participant in Nebraska Student and Staff Reporting System (NSSRS) Steering Committee.
- Member of the NSSRS Exec Committee
- Participant in the National Center for Education Statistics Teacher Compensation Survey

Certifications/Awards Received:

- Nebraska Department of Education Employee of the Year - 1989
- National Center for Education Statistics Fellows Program, November 1994
- Certificate of Completion University of Nebraska College of Business Administration Advanced Management Program, 1995
- Quality Advisor Training August 1997
- Certificate of Completion Project Management -The Lewis Institute, September 2000
- Miscellaneous Seminars and Training regarding Management Issues and Data Quality, software (such as Access, Lotus Notes, Lotus Notes Application Development, etc)
- Participant in all the Midwest Education Information Consortium meetings since 1988
- Participant in the NDE Data Advisory Committee since 2004
- Nebraska Department of Education Leadership Academy - 2011

Volunteer Activities:

- Drama Mamas and Papas (parent group) for Lincoln High School Theater
- North American Martyrs church traditional choir

Education:

1975 – 1976 College of Saint Mary, Recreation Therapy, Omaha, NE

**Statewide Longitudinal Data Systems Grant
CFDA Number 84.372
Nebraska**

Appendix D: Acronym List

Acronyms	Names
ATI	Assessment Technologies Institute
CCD	Common Core of Data
CDC	Consolidated Data Collection
CEDS	Common Education Data Standards
CFS	DHHS Division of Children & Family Services
CNP	Child Nutrition Program
CRM	Customer Relationship Management
DAC	Data Audit Coordinators
DART	Data Analysis and Reporting Tool
DCVMS	Direct Certification and Verification Matching System
DDCG	District Data Collection Group
DHHS	Department of Health and Human Services
DRS	Data Reporting System
EDEN	Education Data Exchange Network
EDS	Electronic Data Systems
ESU	Educational Service Units
ESU PDA	Educational Service Unit Professional Development Affiliate
FS	Food Stamp Program
IPBS	Integrated Performance Benchmarking System
MEIC	Midwest Education Information Consortium
MIS	Management Information System
MOU	Memorandum of Understanding
NDE	Department of Education
NePAS	Nebraska Performance Accountability System
NeSA	Nebraska State Accountability
NS	NDE Nutrition Services
NSSRS	Nebraska Student and Staff Record System
PAC	Policy Advisory Committee
PBDMI	Performance Benchmarking Data Management Initiative
PDM	Program Data Managers
SCHIP	Nebraska State Children's Health Insurance Program
SNAP	Supplemental Nutrition Assistance Program
SOSR	State of the Schools Report
STARS	School-Based Teacher-led Assessment and Reporting System
TANF	Temporary Assistance to Needy Families Program

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Nebraska Data Analysis and Research Proposal
Statewide Longitudinal Data Systems Grant - CFDA Number 84.372
Priority: K-12 Data System
Nebraska Department of Education

Budget Narrative

Goal 1. Provide a data analysis tool for districts that uses multiple local and state data source to produce reports for local decision makers.

Categories	Year 1	Year 2	Year 3	Total
Personnel	306,838	312,972	319,234	939,044
Fringe Benefits	150,689	161,763	173,862	486,314
Travel	30,503	31,418	32,361	94,282
Equipment	43,350	1,200	1,200	45,750
Supplies	15,720	16,192	16,678	48,590
Contractual	0	300,000	300,000	600,000
Construction	0	0	0	0
Other	29,418	18,593	19,110	67,121
Training Stipends	0	0	0	0
Indirect Costs	29,261	33,391	34,447	97,099
Total	605,779	875,529	896,892	2,378,200

Deliverable 1.1 Data-Use Tool: Data Analysis and Reporting Tool (DART)

The integrated student information system will create an Education Data Warehouse with data from many multiple sources and levels and produce dashboards for analysis down to the classroom and student level. As noted in the narrative and timeline, the decision to build or to adopt an existing version for this major project of the Data-Use Tools will not be made without stakeholder involvement. The timelines call for a six month period (July to December) to reach the decision. This budget includes costs for 2.0 FTE to build the system if that is the decision. If the decision is to adopt an existing model, these two positions will not be filled and the dollars budgeted for them will be used to expand the number of pilot districts from four to six.

Personnel

Project Coordinator (Program Specialist III, Pay grade 47: \$57,044) - 1.0 FTE

Web Application Developer (IT Application Developer Senior, Pay grade 47: \$57,044) – 2.0 FTE

Data Base Specialist (IT Data/Database Analyst, Pay grade 46: \$51,348) – 2.0 FTE

Support Staff (Office Associate III, Pay grade 40: \$33,007) – 1.0 FTE

This budget contains the personnel (salary) and fringe benefits for two positions that will be responsible for Deliverable 1 – Data-Use Tools as well as the three other components. This is the 1.0 FTE for Project Coordinator and the 1.0 FTE support staff. Anticipated time assigned to each of the four categories is:

	Deliverable 1	Deliverable 2	Deliverable 3	Deliverable 4
Project Coordinator	.40 FTE	.40 FTE	.10 FTE	.10 FTE
Support Staff	.35 FTE	.35 FTE	.15 FTE	.15 FTE

The budget includes 2.0 FTE for web developers (IT Application Developer Senior, pay grade 47) and 2.0 FTE for Data Base specialists (IT Data/Database Analyst, pay grade 46). One FTE web developer and one FTE data base specialist will be needed whatever the decision. The web developer, data base specialist, the NDE Lead and at least one staff person from each of the pilot schools will form a working group to develop the program and data standards needed for submitting data from multiple sources to the Education Data Warehouse (See Appendix A.6).

Fringe Benefits

Fringe benefits are calculated based on the FTE and the standard rates as detailed on the last pages of this narrative.

Travel

Travel costs for NDE staff are included in the budget as medium travel (detailed on last page of this budget narrative). This budget also contains the costs of two NDE staff to travel to the SLDS annual meetings (2) in Washington, DC. (Detailed on the last pages of this narrative).

Equipment

Equipment costs include office furniture and computer equipment for staff included in the budget (Detailed on the last pages of this narrative). Hardware and software costs are:

DART Hardware and Software

	Quantity	Unit Cost	Project Total	Year 1	Year 2	Year 3
HARDWARE						
Web Server	1		\$ 4,800	\$ 4,800		
SQL Server	1		\$ 9,000	\$ 9,000		
Dongles	2	\$ 150	\$ 300	\$ 300		
OCIO Data Center Hosting 2U @ \$50 per month for 36 months	36	\$ 100	\$ 3,600	\$ 1,200	\$ 1,200	\$ 1,200
Total Hardware			\$17,700	\$ 15,300	\$ 1,200	\$ 1,200
SOFTWARE						
Microsoft Windows Server STD 2008 R2	1	\$ 85	\$ 85	\$ 85		
Microsoft Windows Server ENT 2008 R2	1	\$ 262	\$ 262	\$ 262		
Microsoft SQL Server ENT 2008 R2 per processor license	2	\$ 4,500	\$ 9,000	\$ 9,000		
Backup Exec Remote Agent - New License + 2 yrs renewals	2	\$ 510	\$ 1,020	\$ 700	\$ 160	\$ 160
ELM - Server Management Tool - New License + 2 yrs renewals	2	\$ 585	\$ 1,170	\$ 850	\$ 160	\$ 160
IDERA - SQL Server Management Tool - New License + 2 yrs renewals	1	\$ 2,100	\$ 2,100	\$ 1,200	\$ 450	\$ 450
Total Software			\$13,637	\$ 12,097	\$ 770	\$ 770

Supplies

Costs for supplies are \$2,260 per 1.0 FTE as detailed on the last pages of this narrative.

Contractual

The timelines call for NDE to secure a commitment from four (or six depending on the decision) to pilot the DART. The budget includes a contract for each pilot district for \$75,000 a year beginning in year 2. This contract would cover time certified to the project by the pilot district staff, substitute pay (if applicable), and all their travel expenses plus funding for internal (time certified) or external (contracted) development to produce data extracts to match the expected standards. Reimbursement to districts would be dependent upon submission of appropriate documentation of the allowable costs included in the contract.

Other

Costs budgeted under Other include rent and IT costs as detailed on last pages of this narrative.

Goal 2. Provide a statewide system of professional development training for data analysis that reaches every district.

Categories	Year 1	Year 2	Year 3	Total
Personnel	28,523	29,093	29,675	87,291
Fringe Benefits	13,035	13,967	14,986	41,988
Travel	34,833	35,877	36,954	107,664
Equipment	2,338	0	0	2,338
Supplies	1,310	1,349	1,390	4,049
Contractual	0	250,000	250,000	500,000
Construction	0	0	0	0
Other	1,397	1,437	1,479	4,312
Training Stipends	0	0	0	0
Indirect Costs	4,235	17,250	17,393	38,878
Total	85,671	348,973	351,877	786,521

Professional Development Training is a statewide system of support to schools in data analysis provided by a Data Analysis Cadre of professional developers from the ESUs, NDE Data Trainers and the Research and Evaluation Specialist. As detailed Section (b), there are four Tiers to the development and implementation of this project. Tier1 is the development of training materials; Tier 2 is two days of training for the ESU professional development consultants and at least one staff member from every district.

Personnel

Research and Evaluation Specialist (Program Specialist III, Pay grade 47: \$57,044) - .50 FTE Program Coordinator (.40 FTE) and Support Staff (.35 FTE) are included in the budget for Deliverable 1.0 above

Fringe Benefits

Fringe benefits are calculated based on the FTE and the standard rates as detailed on the last pages of this narrative.

Travel

Travel for the Research and Evaluation Specialist is budgeted at ½ of high travel as detailed on the last pages of the budget narrative.

Equipment

Equipment costs include office furniture and computer equipment for the .50 staff included in the budget (Detailed on the last pages of this narrative).

Supplies

Costs for supplies are \$2,260 per 1.0 FTE as detailed on the last pages of this narrative.

Other

Costs budgeted under Other include rent and IT costs as detailed on last pages of this narrative.

Deliverable 2.1 Training Materials – Tier I**Travel**

Travel costs include six meetings in Year 1 of the Data Analysis Cadre that includes eight non-NDE members budgeted with four members as high travel (\$990 per person per meeting) and four members budgeted at lower travel (\$225 per person per meeting). NDE staff travel costs are budgeted as detailed in the last pages of the budget narrative.

Deliverable 2.1 Training Materials – Tier II Training Staff from every district**Contractual**

In year 2 of the project, two days of training would be provided to at least one staff member of every district in the state. To support district involvement, service fee contracts would provide \$2,000 per district. Service fee contracts provide a set amount in return for district staff participation and must be used by the district to cover all costs including travel, stipends, substitute pay (if applicable) of the staff member or members attending the training.

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.

Categories	Year 1	Year 2	Year 3	Total
Personnel	58,523	59,693	60,887	179,103
Fringe Benefits	15,655	16,639	17,712	50,006
Travel	3,873	3,989	4,108	11,970
Equipment	7,188	0	0	7,188
Supplies	3,930	4,048	4,169	12,147
Contractual	30,000	30,900	31,827	92,727
Construction	0	0	0	0
Other	6,983	7,184	7,393	21,559
Training Stipends	0	0	0	0
Indirect Costs	6,560	6,368	6,557	19,485
Total	132,712	128,821	132,653	394,186

Research and Evaluation support includes a research and evaluation specialist and funds to contract with students pursuing advanced degrees in assessment and evaluation as interns. The research and evaluation specialist would coordinate the research community's involvement in the Data Analysis Cadre in the ESUs and the statewide system of professional development training; coordinate the Research Review Board in NDE's Data Access and Use Policies and Procedures, review research proposals, and provide support to the new administrator of the Data, Research and Evaluation team in NDE. The person in this position would be responsible for developing and providing training to NDE program directors and staff on the elements necessary for the evaluation of state and federal program grants with a requirement to evaluate effectiveness.

Deliverable 3. Research and Evaluation Support

Personnel

Research and Evaluation Specialist (Program Specialist III, Pay grade 47: \$57,044) - .50 FTE Program Coordinator (.10 FTE) and Support Staff (.15 FTE) are included in the budget for Deliverable 1.0 above.

Interns employed under contract but serving on an hourly basis are included. Maximum allowed for up to two interns is \$30,000 for Year 1 with a 2% increase for Year 2 and also for Year 3.

Fringe Benefits

Fringe benefits are calculated based on the FTE and the standard rates as detailed on the last pages of this narrative.

Travel

Travel for the Research and Evaluation Specialist is budgeted at ½ of high travel as detailed on the last pages of the budget narrative. No travel costs are included for the interns.

Equipment

Equipment costs include office furniture and computer equipment for the .50 staff included in the budget (Detailed on the last pages of this narrative). Office furniture and computer equipment are included for the two hourly-employee interns.

Supplies

Costs for supplies are \$2,260 per 1.0 FTE as detailed on the last pages of this narrative. Supplies are included for the two hourly-employee interns.

Contractual

In addition to the two hourly-employee interns, the budget includes \$30,000 a year for contracted work with other interns. The contracted work for interns might include defined tasks (deliverables) such as preparing a survey, specific data analysis and research, preparing management reports and providing support to the administrator in establishing the new Research and Evaluation component of NDE.

Other

Costs budgeted under Other include rent and IT costs as detailed on last pages of this narrative. Other costs are included for the two hourly-employee interns.

Goal 4. Expand and enhance the SLDS for sustainability.

Categories	Year 1	Year 2	Year 3	Total
Personnel	87,912	89,670	91,464	269,046
Fringe Benefits	47,905	51,550	55,535	154,990
Travel	77,326	29,588	30,475	137,389
Equipment	11,740	2,390	2,390	16,520
Supplies	16,040	8,997	9,159	34,196
Contractual	121,035	6,075	6,075	133,185
Construction	0	0	0	0
Other	9,461	5,908	6,074	21,443
Training Stipends	0	0	0	0
Indirect Costs	15,514	9,991	10,355	35,860
Total	386,933	204,169	211,527	802,629

Program Coordinator (.10 FTE) and Support Staff (.15 FTE) are included in the budget for Deliverable 1.0 above.

Deliverable 4.1 Customer Relationship Management**Personnel**

Helpdesk support (Program Associate IV, Pay grade 42: \$36,564) – 1.0 FTE

Fringe Benefits

Fringe benefits are calculated based on the FTE and the standard rates as detailed on the last pages of this narrative.

Travel

No travel is budgeted for the Helpdesk support.

Equipment

Equipment costs include office furniture and computer equipment for the 1.0 staff included in the budget (Detailed on the last pages of this narrative).

CRM Hardware and Software

OCIO Hosted Virtual Server				
	Project Total	Year 1	Year 2	Year 3
Hardware				
Server	\$ 6,120	\$ 2,040	\$ 2,040	\$ 2,040
Dongles	included	included	included	included
Storage (146 GB)	\$ 1,050	\$ 350	\$ 350	\$ 350
OCIO Data Center Hosting - 1U @\$50 per month for 36 months	included	included	included	included
Total Hardware	\$ 7,170	\$ 2,390	\$ 2,390	\$ 2,390
Software				
Microsoft Windows Server 2008 R2	included	included	included	included
Backup Exec Remote Agent	\$ 510	\$ 350	\$ 80	\$ 80
SSL	\$ 100	\$ 100	\$ -	\$ -
Microsoft SQL STD 2008 R2 per processor license	\$ 3,000	\$ 3,000	\$ -	\$ -
ELM	\$ 585	\$ 425	\$ 80	\$ 80
Total Software	\$ 4,195	\$ 3,875	\$ 160	\$ 160

Supplies

Costs for supplies are \$2,260 per 1.0 FTE as detailed on the last pages of this narrative.

Contractual

A contract with Aspect, Inc. will provide the installation, implementation, and support for the CRM. The contract will be for \$46,035 in year 1 and support contracts for \$6,075 for Years 2 and 3.

Other

Costs budgeted under Other include rent and IT costs per each 1.0 FTE as detailed on last pages of this narrative.

Deliverable 4.2 Governance Plan, Data Dictionary, Data Model, Metadata

Personnel

No additional staff are proposed for this project.

Travel

A stakeholder group will work with NDE staff to align the data dictionary with CEDS. Budgeted costs include a group of 20 external people attending six meetings in Year 1. Each meeting is budgeted with 10 people at high travel and 10 at lower travel. Years 2 and 3 would have only two travel meetings. Travel costs for meetings are detailed on the last pages of the budget narrative.

Supplies

Supplies include costs for the 20 stakeholders to participate in six one-hour teleconferences in Year 1 and 2 teleconferences in Year 2 and Year 3 each. Teleconference calls are detailed on the last pages of the budget narrative.

Deliverable 4.3 Interstate Locator

The Interstate Locator module of the eScholar Uniq-ID® for Students is a software product that enables districts to track students who move to determine if they have enrolled in a district in district in another participating state.

Contractual

Contract costs are \$75,000 in year 1 for the purchase of the Interstate Locator module of the eScholar Uniq-ID® for Students software product. Implementation and assistance for districts to use the Interstate Locator are included under Deliverable 4.4.

Deliverable 4.4 Enrollment Data Support

This project will provide a data analyst dedicated to work with the Interstate Locator module, the Uniq-ID® for Students (NDE Student ID) and NDE Staff ID systems, and to assist districts with enrollment data for the Cohort Four-Year Graduation Rates.

Personnel

IT Data/Data Analyst, (Pay grade 46: \$51,348) – 1.0 FTE
Program Coordinator (.40 FTE) and Support Staff (.35 FTE) are included in the budget for Deliverable 1.0 above

Fringe Benefits

Fringe benefits are calculated based on the FTE and the standard rates as detailed on the last pages of this narrative.

Travel

Travel for the Data Specialist is budgeted at medium travel as detailed on the last pages of the budget narrative.

Equipment

Equipment costs include office furniture and computer equipment for the 1.0 staff included in the budget (Detailed on the last pages of this narrative).

Supplies

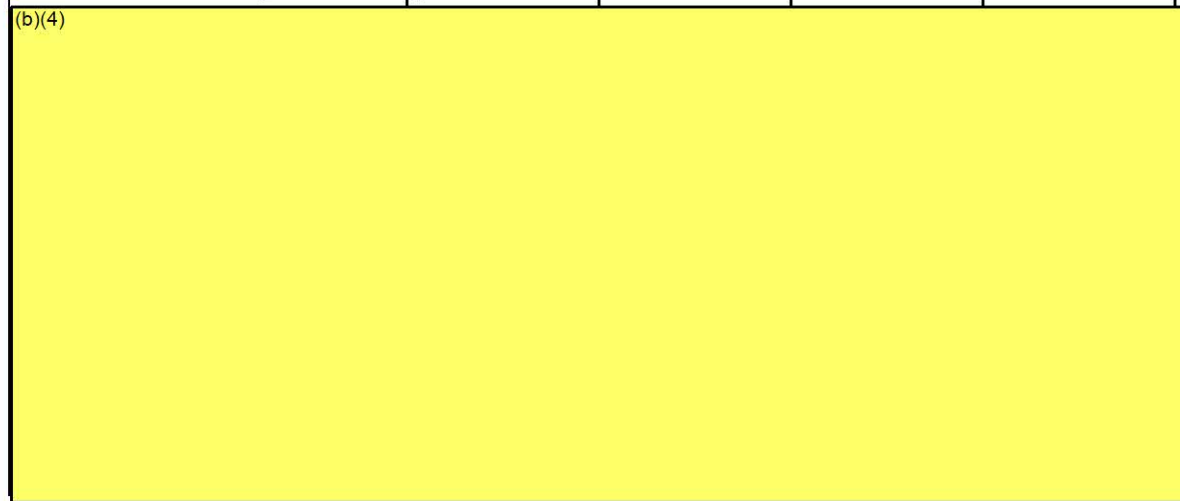
Costs for supplies are \$2,260 per 1.0 FTE as detailed on the last pages of this narrative.

Other

Costs budgeted under Other include rent and IT costs as detailed on last pages of this narrative.

Non-Federal Funds

Goal 1. Provide a data analysis tool for districts that uses multiple local and state data source to produce reports for local decision makers.



As detailed on the Staffing Chart on Page 29 of the Project Narrative, the costs for the following NDE staff personnel (salary) and fringe benefits will be time certified to this project. Dr. Sameano Porchea, Data, Research and Evaluation team administrator and Project Director, will devote at least 25% of her time to the projects in the proposal. Her costs are included only under Goal 1 but noted under the other Goals. Chris Cassel, IT Database Senior, will devote .25 FTE in Year 1 and .10 FTE in Years 2 and 3 to the completion of Goal 1.

(b)(4)

Page 13 of 17

Goal 3. Build a research and evaluation operation in NDE collaboratively with the research community.

Categories	Year 1	Year 2	Year 3	Total
(b)(4)				

Non-Federal support includes Dr. Sameano Porchea's time (salary and fringe benefits) as Project Director (.25 FTE) for all goals in the proposal. NDE staff support will be provided to Goal 3 by Pam Tagart, Director of Staff Data, at .05 FTE for each year.

Goal 4. Expand and enhance the SLDS for sustainability.

Categories	Year 1	Year 2	Year 3	Total
(b)(4)				

Non-Federal support includes Dr. Sameano Porchea's time (salary and fringe benefits) as Project Director (.25 FTE) for all goals in the proposal. NDE staff support will be provided to Goal 4 by Pam Tagart, Director of Staff Data, at .05 FTE for each year. Goals 2 and 4 will be supported by Aimee Lempke, the NDE Helpdesk Director at .25 FTE in Year 1 and .10 FTE in Years 2 and 3.

Basis of Costs Included in the Budget

Fringe Benefits, travel and operations costs are determined using NDE's standard rates for legislative fiscal notes.

Fringe Benefits

Benefits	Calculations
Salary Increase	2.00% a year
FICA	0.07448%
Health Insurance	\$16,800 (average family plan)
Worker's Comp	0.010827%
Life Ins./EAP	\$40

Travel

Travel expenses are based on an average cost of the expected amount of travel relative to the position responsibilities per Full Time Equivalency (FTE). A 3% increase in costs is added each year for years 2 and 3.

Amount of Travel	Annual Rate
Low	\$1,053
Medium	\$4,426
High	\$7,745

Costs for the required SLDS trips to Washington, DC are based on estimates per person:

Expense	Estimate
Lodging per night	\$275
Airfare	\$700
Meals per day	\$71
Mileage to airport	\$67
Parking, taxi, etc.	\$300
TOTAL for a 3 day trip	\$1,830

Operations costs per 1.0 FTE:

Equipment	One-time Cost
Furniture	\$3,375
Computer	\$1,300
Total	\$4,765

Supplies	Annual Cost
General supplies	\$50
Phone	\$320
Long Distance*	\$1,275
Repair maintenance	\$125
Miscellaneous	\$250
Total	\$2,260

*Long distance costs based on position responsibilities and anticipated use: High - \$2,292; Medium - \$1,275; Low - \$400.

Office Rent	Annual Cost
Professional	\$2,556
Support Staff	\$1,993

IT Costs	Annual Cost
LAN depreciation	\$100
Education Network	\$700

Meeting Costs included in the Budget

Estimated expenses for participants in group meetings are calculated based on geographic representation at meetings. Nebraska is more than 400 miles wide, and about half of the participants in any group will need to travel over 500 miles and require two nights lodging. A 3% increase is included for year 2 and again for year 3.

	High Travel	Lower Travel
Lodging	\$140	0
Mileage	\$555	166.50
Parking	\$30	\$10
Meals	\$110	\$41
Tips	\$15	\$5
Total cost per person per meeting	\$990	\$222.50

Meeting room rental - \$300

Conference Calls

Conference calls: 6 cents per minute plus 7% fee/.01 cents for USF Fee

One conference call for 1 hour costs \$89.04 per person on the call. Assuming 20 people per hour long call = \$1,800. Six conference calls for Year 1 - \$10,800; two conference calls for \$3,600 each year for Years 2 and 3. Conference call expenses are budgeted under Supplies.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Nebraska Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	481,796.00	491,428.00	501,260.00			1,474,484.00
2. Fringe Benefits	227,284.00	243,919.00	262,095.00			733,298.00
3. Travel	146,535.00	100,872.00	103,898.00			351,305.00
4. Equipment	64,616.00	3,590.00	3,590.00			71,796.00
5. Supplies	37,000.00	30,586.00	31,396.00			98,982.00
6. Contractual	151,035.00	586,975.00	587,902.00			1,325,912.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	47,259.00	33,122.00	34,056.00			114,437.00
9. Total Direct Costs (lines 1-8)	1,155,525.00	1,490,492.00	1,524,197.00			4,170,214.00
10. Indirect Costs*	55,570.00	67,000.00	68,752.00			191,322.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	1,211,095.00	1,557,492.00	1,592,949.00			4,361,536.00

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 9.00 %.

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

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.20 %.

Name of Institution/Organization Nebraska Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
(b)(4)						

(lines 9-11)						
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SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524