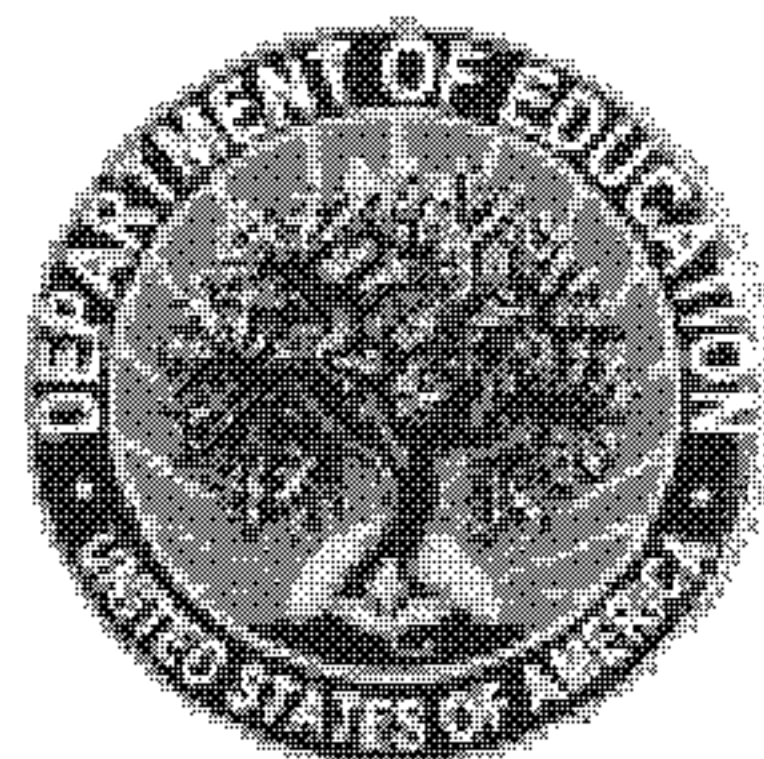


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100013**

Closing Date: NOV 19, 2009

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

Application for Federal Assistance SF-424

Version 02

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Texas Education Agency

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
746003079	179260856

d. Address:

* Street1:	1701 N. Congress Avenue
Street2:	
* City:	Austin
County:	Travis
State:	TX
Province:	
* Country:	USA
* Zip / Postal Code:	78701

e. Organizational Unit:

Department Name:	Division Name:
Technology Infrastructure	Finance & Operations

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

Prefix:	Mr.	* First Name:	Brian
Middle Name:			

* Last Name: Rawson

Suffix:

Title: Director of Statewide Data Initiatives

Organizational Affiliation:

* Telephone Number: (512)936-2383 Fax Number: (512)475-4293

* Email: BRIAN.RAWSON@TEA.STATE.TX.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-001

Title:

Institute of Education Sciences;(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA) CFDA 84.384A

13. Competition Identification Number:

84-384A2009-1

Title:

Statewide Longitudinal Data System Recovery Act Grants

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

State of Texas

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

Texas Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 21

* b. Program/Project: TX-ALL

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 19645382
b. Applicant	\$ 1016054
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 20661436

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

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

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Reginold
Middle Name: D
* Last Name: Pegues
Suffix:

Title: Acting Chief Financial Officer

* Telephone Number: (412)463-4330 Fax Number: (512)475-1706

* Email: REGINOLD.PEGUES@TEA.STATE.TX.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Texas Education Agency

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	\$ 696,819	\$ 795,056	\$ 646,214	\$ 0	\$ 0	\$ 2,138,089
2. Fringe Benefits	\$ 147,751	\$ 168,478	\$ 136,491	\$ 0	\$ 0	\$ 452,720
3. Travel	\$ 16,600	\$ 8,000	\$ 8,000	\$ 0	\$ 0	\$ 32,600
4. Equipment	\$ 1,091,974	\$ 424,384	\$ 422,764	\$ 0	\$ 0	\$ 1,939,122
5. Supplies	\$ 2,500	\$ 2,500	\$ 2,500	\$ 0	\$ 0	\$ 7,500
6. Contractual	\$ 6,219,652	\$ 4,871,528	\$ 2,800,966	\$ 0	\$ 0	\$ 13,892,146
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 88,000	\$ 88,000	\$ 88,000	\$ 0	\$ 0	\$ 264,000
9. Total Direct Costs (lines 1-8)	\$ 8,263,296	\$ 6,357,946	\$ 4,104,935	\$ 0	\$ 0	\$ 18,726,177
10. Indirect Costs*	\$ 388,903	\$ 287,747	\$ 242,555	\$ 0	\$ 0	\$ 919,205
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 8,652,199	\$ 6,645,693	\$ 4,347,490	\$ 0	\$ 0	\$ 19,645,382

***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: 9/1/2009 To: 8/31/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 16%

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

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Texas Education Agency

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 284,700	\$ 213,700	\$ 247,500	\$ 0	\$ 0	\$ 745,900
2. Fringe Benefits	\$ 51,164	\$ 37,846	\$ 49,987	\$ 0	\$ 0	\$ 138,997
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 335,864	\$ 251,546	\$ 297,487	\$ 0	\$ 0	\$ 884,897
10. Indirect Costs	\$ 44,512	\$ 37,767	\$ 48,878	\$ 0	\$ 0	\$ 131,157
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 380,376	\$ 289,313	\$ 346,365	\$ 0	\$ 0	\$ 1,016,054

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Reginold Pegues

Title: Acting Chief Financial Officer

Date Submitted: 11/30/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Title: Applicant: Texas Education Agency Date: 11/30/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Texas Education Agency

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix:	First Name: Reginold	Middle Name: D
Last Name: Pegues	Suffix:	
Title: Acting Chief Financial Officer		

Signature:	Date:
_____	11/30/2009

ED 80-0013

03/04

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Reginold D Pegues

Address:

* Street1: 1701 N. Congress
Street2:
* City: Austin
County: Travis
* State: TX* Zip / Postal Code: 78701 * Country: **USA**

* Phone Number (give area Fax Number (give area
code) code)
(512)463-4330 (512)475-1706

Email Address:

REGINOLD.PEGUES@TEA.STATE.TX.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Narrative Project Abstract** Pages: **1** Uploaded File: **H:\SLDS\Texas ARRA SLDS Abstract.pdf**

5. PROJECT ABSTRACT – TEXAS STATEWIDE LDS

For over 20 years, Texas has demonstrated a strong commitment to thorough data collection and the use of data to support policy decisions. As a result, many of the required Data Elements for a statewide longitudinal data system are currently in place. However, the current systems do not effectively support increasing demands for timely, transparent, accessible, and actionable data across the P-20 continuum. In fact, despite the depth of student data collected, Texas only provides a limited amount of actionable data back to stakeholders. This application proposes improvements and extensions to the existing LDS that will bring the system capabilities for data collection, analysis, and reporting—at both the state and district level—in line with the attributes of a comprehensive longitudinal data system. The three goals and the associated ten outcomes of the proposed grant include the following:

Integrate key data into the P-20 Data Warehouse to better understand students' preparedness to contribute to the twenty-first century workforce

1. Load existing college readiness test score collections into the LDS
2. Expand the LDS to include pre-K, kindergarten and workforce data

Alleviate Data Collection Burden on Districts and Improve Data Quality

3. Realign statewide data collection standards and protocols for districts
4. Expand the architecture to support new standards and collection platform
5. Automate data collection through development of a state-sponsored SIS
6. Develop data services and loading the District Connections Database
7. Create District Connections Database extract certification and validation tools
8. Deploy statewide data collection and management platform pilot

Build Performance Management Culture that Uses Data to Continuously Improve Performance

9. Develop timely, relevant reports and user-friendly tools for stakeholders
10. Ensure compliance with Federal reporting and SFSF requirements

The proposed project will allow Texas to complete Systems Capabilities that address the need to provide quality, timely data to improve educational outcomes so that:

- Stakeholders can quickly learn about and respond to trends at the student, campus, and district level (*System Capability 5: Timely Reporting for Continuous Improvement*)
- Data quality can be improved through the implementation of new data standards and a statewide student information system (*System Capability 6: Data Quality*)
- Little known successes, residing in small districts or a few schools, can be discovered and shared to help others (*System Capability 2: Data Standards*)
- Legislation and education policy can become more proactive, yielding more timely results and addressing the broader education and employment continuum (*System Capability 5: Timely Reporting for Continuous Improvement*)
- The state and districts can flexibly respond to current and future federal reporting requirements (*System Capability 7: Federal Reporting Requirements*)

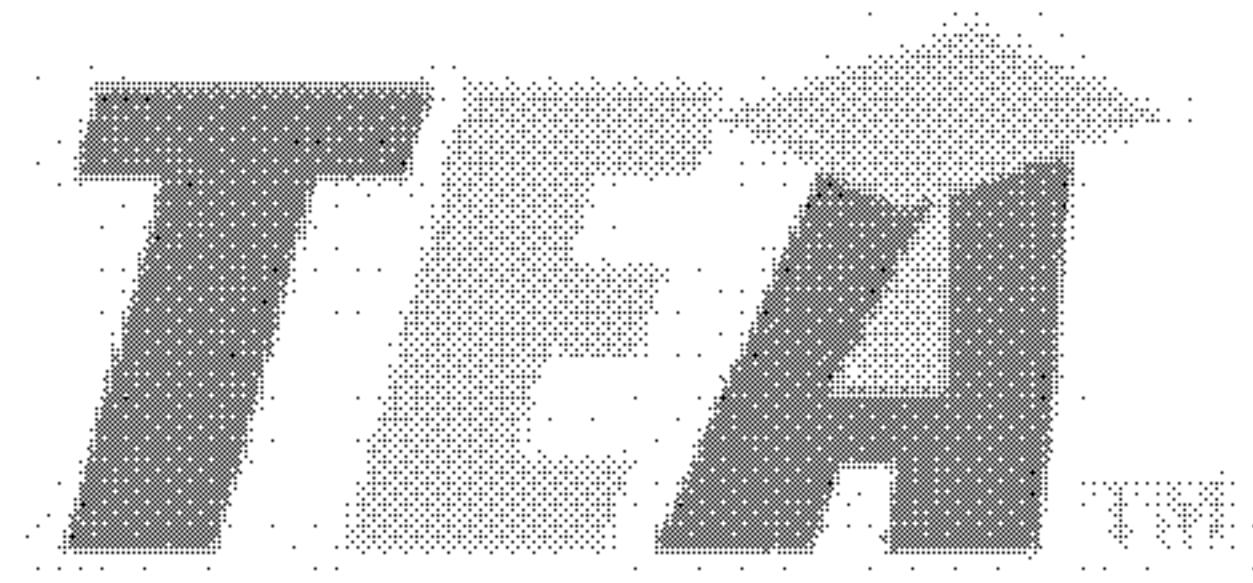
The end result of TEA's efforts will be a practical and powerful statewide data solution that will increase the availability of data to support the state's educational improvement efforts.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative - Project Narrative** Pages: **30** Uploaded File: **H:\SLDS\Texas ARRA SLDS ProjectNarrative.pdf**



Texas Education Agency

Grant Application

The Texas Statewide LDS

CFDA Number 84.384A

Submitted to

The U.S. Department of Education

Institute for Educational Sciences

December 1, 2009

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6. PROJECT NARRATIVE

a. Need for the Project

► *Introduction*

In response to the invitation for proposals for the Statewide Longitudinal Data Systems (SLDS) grant under the American Recovery and Reinvestment Act (ARRA), the Texas Education Agency (TEA) proposes a three-year project that will allow the state to create a comprehensive longitudinal data system (LDS) that complies with the America COMPETES Act, enhances the capacity of the state and districts to use data for educational improvement, and addresses the information needs of all districts in the complex Texas education landscape.

Texas has been a leader in collecting critical education data, despite significant challenges posed by the state's size, geographic dispersion, and high economically disadvantaged population. Texas has historically emphasized the collection and reporting of data largely for state and federal compliance purposes, and as a result, many of the necessary Data Elements are already in place. However, the current process and tools for data collection, which require districts to submit data in line with TEA requirements, place a financial burden on districts, particularly small districts. A recent survey estimated that Texas districts collectively spend approximately \$323 million every year in order to submit their data to TEA. The existing LDS lacks critical capabilities to ease this data collection and submission process as well as to provide timely, actionable data to districts. These gaps limit the potential to use data effectively for early warning systems or to make ongoing decisions that support improved student achievement. The proposed LDS incorporates both enhanced data collection tools and student-level reporting and analysis tools to facilitate the use of timely, actionable data by all education stakeholders. By helping to shift emphasis more toward data *usage* and away from just data collection, the projects proposed under the grant will support TEA's goal of creating a culture of performance management based on data.

► *Overview of the Texas Landscape and Current Data System*

The two principal agencies in Texas charged with gathering and publishing education data, TEA and the Texas Higher Education Coordinating Board (THECB), must accommodate a varied and geographically-scattered population of students and educational bodies. TEA works with over 1,200 independent K-12 school districts and charter districts across 8,000 campuses and charter schools, educating more than 4.6 million public school students. More than 80 percent of the 1,200 districts in Texas each have fewer than 5,000 students; over 60 percent have fewer than 1,000 students. Over half of the student population is economically disadvantaged, and over 60 percent is minority. In addition, there is a large and rapidly-growing English language learner population and a high frequency of student mobility. THECB is responsible for a total population of more than 1.2 million students and works with 35 public universities, 50 community college districts, 3 state colleges, 1 technical college system, 9 health-related institutions, and 43 independent colleges, universities, and junior colleges.

Although significant improvements are still necessary to meet the information needs of the fragmented Texas education environment, TEA and THECB already have some of the building blocks in place for an LDS. As described below, Texas' current LDS provides data to the public school districts, teachers, and policy makers through multiple reports on the agency's website. (For a visual depiction of the current system, please see Appendix A – Current TEA LDS Landscape.) Current elements of the LDS include the following:

PEIMS. TEA was an early developer of a student-record-level reporting system, called the Public Education Information Management System (PEIMS), designed to collect student- and school-level data from school districts to support program analysis. The student-record-level data collection and the accountability program it supports became a model for elements of the No Child Left Behind (NCLB) program, which has driven other states to move toward a more granular level of accountability through data.

TEA developed PEIMS to facilitate accountability, funding allocations, and monitoring of Texas public schools. The PEIMS data collection includes four categories of information: education organizations, district finances, staff, and students. Organizations include schools, districts, shared service arrangements, and education service centers (ESCs). District financial data include budgets and expenditures. Staff information includes identifying and demographic information, as well as employment, salary, teaching experience, highest degree earned, and courses taught. Student information includes identifying and demographic information, enrollment, special program participation, attendance, course completion, graduates, non-returning students, and disciplinary actions. Students and staff are assigned a unique identifier that can be used to track their information across systems and across multiple years.

TPEIR. TEA has linked its K-12 data to the higher education data from THECB to examine how successfully Texas students are making the transition into a postsecondary environment. The P-20 data warehouse, the Texas Public Education Information Resource (TPEIR), is managed by TEA in partnership (through a memorandum of understanding [MOU]) with THECB. The warehouse currently contains eighteen years of P-12 data and seventeen years of higher education data from Texas colleges and universities, and information about teacher certification and teacher preparation programs. The warehouse enables users to link individual students from pre-K through enrollment and graduation from Texas colleges (P-20). Although standardized aggregate reports are available through the TPEIR website, the scope of reports is limited and there is at least a nine month lag before data are published.

ERCs. THECB oversees a network of state Education Research Centers (ERCs) established at the University of Texas at Austin, the University of Texas at Dallas, and Texas A&M University at College Station. Researchers gain access to confidential student data at an ERC once the project is approved by a Joint Advisory Board. The Joint Advisory Board is chaired by the Commissioner of Education and the Commissioner of Higher Education, and the board reviews and must approve all research using data protected by the Family Educational Rights and Privacy Act (FERPA). The ERC Data Warehouse includes historical data across a number of agencies and systems, including: PEIMS P-12 student data, teacher and administrator employment data, and campus and district financial data; teacher certification data; teacher preparation program data; standardized student assessment results; assessment data from the College Board and ACT; postsecondary student data; and Texas Juvenile Probation data. TEA and THECB match and then de-identify all individual-level data to ensure that researchers can follow a student from pre-K through postsecondary and into the workforce.

■ **Identification of System Needs and Roadmap Vision**

The PEIMS system was designed in 1986 as a state-of-the-art state-level reporting system. Though undeniably strong and cutting edge at that point, the data structures and collection mechanisms within PEIMS have been in place for more than 20 years and are now badly in need of upgrading. Recognizing not only the need to improve its underlying architecture to collect and report data, but also improve the timeliness, relevance, and quality of information

available to all stakeholders, TEA has been actively engaged in a number of major projects, both privately and federally funded, to diagnose and address gaps in the existing LDS.

In late 2008, TEA secured funding from the Michael & Susan Dell Foundation (MSDF) to initiate a study called the Texas Data Collection, Analysis, and Reporting Systems Investigation (TDCARSI). The study formed the basis of a new roadmap for developing an enhanced statewide longitudinal data capability to improve the capacity for data-driven decision making among key education stakeholders within the state: educators, parents, administrators, and policymakers.

The vision outlined in TDCARSI was developed with detailed background research and extensive consultation with stakeholders through various channels, including **(1)** focus groups and interviews with over 250 districts and charters; 18 regional ESCs serving districts; **(2)** best practice surveys of five other states' education systems and processes (California, Florida, Illinois, North Carolina, and Ohio); **(3)** a student information system (SIS) vendor forum with participants who have experience working with districts in Texas; and **(4)** a voluntary district survey to document their data collection burden and associated costs. In addition, among the 1,200 districts and charter schools surveyed in a follow-up study, an impressive 73 percent (876) responded, signaling the importance of the state's LDS to districts.

The key findings from the research regarding the system needs suggested that although Texas made progress on Data Elements, its systems did not completely satisfy the System Capabilities outlined in the SLDS ARRA proposal. The most critical gaps in System Capabilities include the following:

1. Districts spend too much time and money on collecting and submitting data rather than using reported student-level information to drive better outcomes. The survey that was conducted as part of the TDCARSI study estimated that Texas districts collectively spend \$323 million every year in order to submit their PEIMS data (System Capability 2: Data Standards and 6: Data Quality). Factors contributing to the data collection burden in districts include:
 - The need to modify district source system data to conform to PEIMS data collection structures and keep pace with changes to state and federal reporting requirements (over 40 percent of districts reported this need – on a statewide basis, this equates to nearly 500 districts)
 - Additional time to address ad hoc data requests that are not replicable and typically redundant
 - The current necessity of each of the 1,200 districts and charter schools in Texas, including numerous small districts, to negotiate and structure their own SIS contracts to submit accountability data
2. Because districts must perform significant data manipulation and transformations to provide the data in the format defined in the PEIMS data collections, there is significant risk of erroneous or non-standard data in PEIMS even if district source systems are accurate (System Capability 6: Data Quality).
3. There is broad demand among districts for a statewide data management system to ease the data collection process and, in doing so, address both the dissatisfaction and undue cost for districts to maintain existing SISs as well as meet the imminent need for upgraded systems (System Capability 2: Data Standards).

- Less than one third of districts surveyed reported being very satisfied with their current SIS functionality across several key attributes, including student database, student progress, attendance, and discipline.
 - Approximately 50 percent of those surveyed are considering the purchase of a new system or upgrading their existing system within the next 3 years
4. Key stakeholders lack timely, actionable data required to modify classroom instruction and inform school-, district-, and state-level programmatic decisions to drive improved student outcomes. Data collections have been infrequent (many elements collected once per year), and until recently, collections have been focused almost exclusively on meeting statutory requirements rather than making data available for local access, analysis, and action. Due to the time it takes to analyze and report the data, by the time reports are released, there is typically no longer an opportunity to improve outcomes for the specific students to whom the report pertains (System Capability 5: Timely Reporting for Continuous Improvement).
 5. Critical workforce and pre-K data are missing from the TPEIR data warehouse (System Capability 1: P-20 Individual Student Data, Data Elements 10: College Readiness and 12: Postsecondary Success).

These findings have been the primary drivers behind TEA's system roadmap, which has guided recent and ongoing LDS projects and helped define the system capabilities to be addressed by the proposed grant. The end result of TEA's efforts will be a practical and powerful statewide data solution that will increase the availability of data to support the state's educational improvement efforts, while at the same time decreasing the burden of data collection on districts and the state. Ensuring districts have timely data to make better decisions will ultimately make districts more accountable for performance and align with federal and state accountability systems.

Texas' LDS roadmap consists of the following key components that address the required SLDS system capabilities: (For a visual depiction of the current system, please see *Appendix A – Proposed TEA SLDS Landscape*.)

District Connections Database (DCD). The proposed system will include a District Connections Database (DCD) that allows student-level data generated by source systems (e.g., student data and financial data) to be uploaded on a regular basis from independent school district (ISD) source applications or from a state-sponsored SIS, as described below in a manner that is consistent with FERPA. The DCD is a new component of the LDS that facilitates the use of operational data by districts for their own reporting, analysis, and local actions. Districts will have the option of uploading data as often as they choose, thus addressing the need for timely, actionable student-level data to inform decision-making at the classroom, campus, and district levels. Coupled with the proposed realignment of statewide data standards and enhanced data collection tools, use of the DCD will also help ensure an improved level of data standardization across the state. Many districts, particularly smaller ones, currently lack the systems capability or resources to deploy solutions to access data in this manner. By centralizing the data platform at the state level and defining standard early-warning reports, the DCD provides the ability to access individual student data to drive continuous improvement in the classroom. The prototype for the DCD is currently under development in connection with the MSDF Texas Student Data System grant (for a visual depiction of the grant objectives and outcomes, please see *Appendix A – Proposed TEA SLDS Landscape, Texas Student Data System Grant*).

Certified PEIMS Data Store. The proposed LDS includes a certified PEIMS data store that will serve as a repository for certified data used for state and federal compliance reporting, funding, program evaluation, and educational research. TEA will populate the certified PEIMS data store through automated periodic extracts or “snapshots” of data from the DCD for specific compliance, funding, and accountability purposes, and school districts and TEA would validate these snapshots through a workflow and validation process. The extraction process involves taking the data in the DCD and performing transformations (including the application of business rules, calculations and aggregations), and loading into the certified PEIMS data store. The rules and processes for these extractions will be published. The resulting data will be in the form of counts, derivations, and aggregations of data based on the DCD data, including identified and de-identified data as appropriate. The DCD snapshots and certified PEIMS data store reconciliation reports will be made available to the districts to compare the snapshots of their DCD data with the resulting derived certified PEIMS data store contents. The proposed processes will greatly improve how extractions and validations of data are performed today, alleviating the burden on districts to perform unduly complex actions and allowing for the more accurate, cost-effective creation of the state data required by TEA.

TPEIR. The LDS loads data from the certified PEIMS data store to the state’s P-20 data warehouse, TPEIR. In addition to eighteen years of P-12 data and seventeen years of higher education data from Texas colleges and universities, and information on teacher certification and teacher preparation programs, the warehouse will be expanded to link critical missing pre-K, college readiness, and workforce (wage, industry, and employment) data. When complete, TPEIR will enable P-20 monitoring of an individual student, from enrollment into the public education system through matriculation and graduation from Texas colleges and into the labor market. As such, Texas will have the ability to evaluate the effectiveness of pre-K to 12 programs based on how well they prepare students to contribute to the twenty-first century workforce. In addition to expanded data on P-20, the TPEIR reports will be more timely and user-friendly than they are today.

Business Intelligence Tools. The proposed LDS will improve dissemination of data in FERPA-compliant ways by providing new, secure business intelligence and reporting tools in the DCD, the certified PEIMS data store, and TPEIR to more effectively support end-user analysis and reporting across the LDS. Each of the three databases will have a set of business rules and authorized, role-based and secure access associated with the reporting tools. In the DCD, district personnel will use these technologies for authorized, role-based access to the data. The system will provide user-friendly, self-service report functionality that complies with FERPA, as well as robust analysis and reporting capabilities. These tools will also include early warning standard reports that provide insight for common analysis needs (e.g. dropout prevention). At the PEIMS data store, TEA will have access to reporting and analysis technology that is role-based and FERPA compliant. The TPEIR data warehouse will provide legislators, researchers, and the public with a set of user-defined reports and tools. TEA, legislators, researchers, and the public will have access to views of FERPA-compliant data and reports that will support sophisticated and robust users, as well as those with little or no programming skills.

Enhanced Data Collection and Submission Tools. The proposed LDS would incorporate upgrades to the existing data collection and exchange infrastructure to ease the transformation of student-level data and thus facilitate interoperable data collection for state and federal accountability and district performance management purposes. To maximize interoperability, Texas will realign data standards with National Center for Education Statistics (NCES) handbook standards and the National Education Data Model, and Data Elements will cross-walk to Schools

Interoperability Framework (SIF) data model elements where applicable. Once completed, this will enable seamless integration of district systems with the state LDS and enable more efficient submission of federally required EdFacts data. In addition, the development and implementation of a state-hosted, shared SIS (discussed below), compliant with and adaptable to changing PEIMS requirements, will provide a more accurate, cost-effective solution for student data management than the individual systems that exist in numerous districts today.

State-sponsored Student Information System (SIS). The proposed state-sponsored SIS is critical to creating an LDS that addresses the needs of the state's complex and fragmented operating environment, over 80 percent of districts in Texas have fewer than 5,000 students; over 60 percent have fewer than 1,000. The vast majority of these districts do not have the budget or available staff to support sophisticated information technology departments. However, each must purchase its own SIS and other systems to support daily student accounting, staffing, and financial operations needs, and many report having to pay vendors for expensive modifications to those systems to support the specific state and federal reporting needs that are not part of their daily operations. These modifications typically cannot keep pace with reporting requirements and are often delayed or non-compliant, despite the significant resources invested.

In a national survey of school districts, the average annual fee for a subscription service SIS was \$ 6.20 per student; however, small districts indicated paying around \$9.00 per student. Similarly in Texas, small districts (over 900 of them with less than 5000 students) have difficulties securing SIS functionality at an affordable price point. In addition, given the amount of data manipulations and calculations that must be performed to submit PEIMS information, many smaller districts struggle to maintain data quality and integrity.

The proposed state-sponsored standard SIS, which any district could use, will ensure that the majority of districts in Texas can link to the District Connections Database without expensive modifications to their current SIS. Additionally, a state-sponsored SIS will facilitate the interoperability of data structures and formats. The vision is that the state would develop and host an enterprise student information solution through a vendor or set of vendors. It would provide a minimum level of operational and maintenance support, be safe and secure, and include built-in extractions to support state data submission and reporting. Moreover, it would provide a more flexible platform to support future changes to data standards and assure PEIMS compliance by all participating districts. This approach would create economies of scale to drive down per-student costs for districts, improve standardization of data across districts, and ensure the efficient use of tax dollars in the state. This recommendation does not include direct support for local financial or human resources systems, as those systems tend to be more customized to the local district operations. The state-sponsored SIS would support teacher information (either through direct support or by data import) to assure linkage between teacher and classroom information and student information.

Although participation in the state-sponsored SIS would be voluntary and without penalty for districts choosing not to participate, given the large number of small, resource-constrained districts and the high degree of dissatisfaction with many existing SIS vendors, the anticipated demand for such a system is high. Moreover, as larger districts contemplate additional investment in new or existing systems over the next three years, TEA expects many may migrate to the proposed state solution as a tool to ease the state data collection and submission process. The letters of support from districts in Appendix D are an indication of the demand for the solution. The total investment of approximately \$11M for the SIS solution is

appropriate given Texas' large student population of 4.6M students. The average investment of \$2.38 per student is reasonable given the level of functionality which would be enabled by the proposed solution.

Supporting implementation of the proposed statewide LDS and included in the proposed grant is extensive end-user training focused on three objectives:

- Creating awareness and driving usage of the new system offerings
- Ensuring users are prepared to use the new system features and facilitating the transition to the new system, including addressing any required changes in business processes
- Building capacity for using the system's reports to affect practice and drive continuous improvement

■ **Status of Projects Currently in Development**

TEA has three projects underway that partially address identified needs in the existing LDS functionality and provide the necessary foundation for achieving the outcomes outlined for each proposed focus area under this grant.

The following table provides a summary of these projects. (For more detailed outcomes related to each project, see Appendix C – Current Status of Texas LDS.)

PROJECT DESCRIPTION	LDS REQUIREMENT	START - COMPLETION
<i>PEIMS Redesign Project Phases 1 and 2:</i> The Texas Legislature provided \$7.7 million in 2007 and 2009 to fund a comprehensive rewrite of the PEIMS system, which includes migrating PEIMS off the mainframe and improving reporting capabilities. Upgrading the PEIMS architecture was necessary to provide the infrastructure for the proposed revision of the entire data collection system, which includes new XML interfaces to more efficiently report data to TEA, flexible reports for districts to analyze their data, and streamlined business rules management.	System Capability 2: Data Standards (Partial)	Sept 2007 – Fall 2011
<i>2009 IES Statewide LDS Grant.</i> The 2009 SLDS grant is a five-year \$7.9 million project that establishes a student-teacher link for analysis, reporting, and research on student performance by attributes of a teacher or class, as well as the evaluation of programs designed to impact students or teachers.	System Capability. 3: Teacher Student Link; Data Elements 8, 9, 12	Jul 2009 – Jun 2014

<p><i>The Michael & Susan Dell Foundation Texas Student Data System Grant.</i> In September of 2009, MSDF made a \$10 million commitment to establish a Texas Student Data System (TSDS). The investment will support the development of the prototype for the statewide DCD to be integrated in the proposed LDS. The DCD provides the necessary infrastructure for improved data collection from districts as well as the subsequent creation and population of reporting and analysis tools with timely, actionable student data. TSDS will generate dashboards and snapshots of achievement data at the district, campus, and student level for use by educators and parents in decision-making that supports improved educational outcomes.</p>	<p>System Capability 5: Timely Reporting for Continuous Improvement (Partial)</p>	<p>Sept 2009 – Jun 2012</p>
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► **Summary of Need and Proposed Project Focus Areas**

With existing and planned LDS efforts, Texas meets most of the America COMPETES Act Data Element Requirements. However, the system only partially satisfies many of the required system capabilities. Currently, Texas' system only fully complies with the following requirements: Data Element 1, 2, 3, 4, 5, 6, 7, 10 (partial), and 11:

- Data Element 1 (Statewide Student Identifier) is satisfied through the existence of a unique state assigned identifier that does not permit a student to be individually identified by users of the statewide longitudinal system.
- Data Element 2 (Student-Level Enrollment Data) is satisfied through P-12 student-level enrollment, demographic, and program participation data and postsecondary student-level enrollment and demographic data which reside in TPEIR.
- Data Element 3 (Student-Level Graduation and Dropout Data) is satisfied through student-level enrollment, leavers, dropouts, and graduation data that resides in TPEIR.
- Data Element 4 (Ability to Match P-12 and Higher Education Data) is satisfied through the THECB and TEA student data that resides in TPEIR.
- Data Element 5 (State Data Audit System) is satisfied through the existing Performance Based Monitoring System data auditing procedures, random data validation audits, and analyses to ensure data integrity across multiple indicators.
- Data Element 6 (Student-Level Test Data) is satisfied through yearly individual student assessment data that resides in the TPEIR data warehouse.
- Data Element 7 (Information on Untested Students) is satisfied through the data on students not tested by grade and subject that resides in the TPEIR data warehouse.
- Data Element 8 (Statewide Teacher Identifier with a Teacher-Student Match) is partially satisfied in that Texas assigns a unique ID to teachers at the state level. Data linking students to teachers will be collected for the first time in the summer of 2011 as part of the SLDS 2009 grant.
- Data Element 9 (Student Level Transcript Data Including Course Completion and Grades Earned), Texas already collects course completion data for grade levels 9-12. In 2010-11 TEA will collect course grades for courses taken for high school credit. In addition, with funding from the SLDS 2009 grant, Texas will collect course completion data and grades earned for students in postsecondary education in 2010-11.
- Data Element 10 (Student-Level College Readiness Data) is partially satisfied through the existing collection of SAT, ACT and AP score data that is used for annual accountability reporting and specific research reports on the TEA website. The data are not currently loaded to the TPEIR data warehouse.

- Data Element 11 (Postsecondary Transition) is satisfied through data that currently resides in TPEIR on high school graduates who enroll in Texas colleges and students enrolled in remedial coursework. Through the 2009 SLDS grant, additional student data on postsecondary courses taken and grades earned will be collected in 2011 and will be added to TPEIR in 2012. TEA plans to participate in a Gates Foundation grant with the National Student Clearinghouse (NSC) to pilot the collection of out-of-state student data.
- Data Element 12 (Postsecondary Success) is addressed in that Texas has SAT, ACT, and AP test scores for students, but the data are not currently loaded in the data warehouse. Through the 2009 SLDS grant, additional K-12 and postsecondary course completion alignment data will be collected in 2011 and loaded in the LDS by March 2012.

Projects currently under development target the following requirements: System Capabilities 2 (partial), 3 and 5 (partial), and Data Elements 8, 9, and 12. (For more details on completed and in-progress items, please refer to Appendix C – Current Status of Texas LDS.) Texas' system currently fully complies with System Capability 4. The remaining are in various stages of completion:

- System Capability 1 (P-20 Individual Student Data) is partially satisfied in that Texas has student-level data from P-20 and is able to examine student progress over time. Reports are currently available to show the number of students who graduate from high school and go on to Texas colleges. The 2009 grant will enable Texas to analyze the aggregate performance of high school graduates in specific courses in Texas colleges. The 2009 ARRA SLDS grant would enable Texas to add private pre-K data, kindergarten reading assessments results for children in kindergarten, and workforce data to the data warehouse and link the data for reporting. The 2009 ARRA SLDS grant would improve Texas' ability to exchange aggregated data within the state.
- System Capability 2 (Data Standards) is partially satisfied in that TEA exchanges data with THECB and shares de-identified data with the state's Education Research Centers. However, the collection and exchange of data would be improved through the establishment of an XML based, granular data standard. The PEIMS Redesign represents the first step in this process.
- System Capability 3 (Teacher-Student Link) is in the process of being addressed through the 2009 SLDS grant. Information that links students to their teachers in a classroom will be collected for the first time in 2011.
- System Capability 4 (Teacher Certification Program Data) is satisfied through information in TPEIR on teacher certification, teacher preparation programs, and the institution at which teachers received their training.
- System Capability 5 (Timely Reporting for Continuous Improvement) is partially satisfied by a number of static reports published on the agency web site and TPEIR portal. However, there is limited content available through the static reports, and flexibility in accessing and viewing the data is restricted. MSDF is funding statewide performance management scorecards and dashboards for parents, teachers, districts, and campus personnel. There are no planned reports to aid other key education stakeholders, including policymakers, researchers, and the public. The 2009 ARRA SLDS grant would enable Texas to develop next generation reporting and analysis capabilities for these stakeholders, using a common set of tools and data structures.
- System Capability 6 (Data Quality) is partially addressed through a number of district validation reports and through state-level auditing. However, districts struggle to ensure

the accuracy of their data extraction and submission process as more and more data are requested. The 2009 ARRA SLDS grant would enable Texas to improve the collection process, reducing the potential for errors and mitigating the burden on district staff.

- System Capability 7 (Federal Reporting Requirements) is satisfied to an extent through Texas' current system. Currently Texas does not collect or report on the system utilized to appraise teachers. The system used by the majority of Texas schools, the Professional Development Appraisal System (PDAS) is in place as the State's recommended instrument for appraising its teachers and identifying areas that would benefit from staff development. School districts are allowed to locally adopt other instruments that include student performance as a measure. Texas will develop a data collection system in 2010 – 2011 to collect, analyze, and publish reports that will include all teacher performance ratings and be made publicly available, aggregated for each school in the LEA (outcome 10). These reports will be available on the agency website by September 30, 2011. There is no current statewide system in Texas for evaluation of the performance of principals. The Texas Education Agency will be contracting with an independent entity to develop a survey tool to collect data on principals. This data will then be utilized to generate aggregate-level reports that will be made publicly available on the agency website. It should be noted that some Texas school districts have only one campus, and as such the data on these schools may have to be merged to protect the confidentiality of the principals involved. The data collections and reports will be developed with funding from the SLDS 2009 ARRA grant as part of Outcome 10.

Texas does not currently collect data on students attending out-of-state colleges, due to FERPA issues. However, TEA plans to participate in a Gates Foundation grant with the NSC to pilot the collection of data on high school graduates attending out-of-state colleges in 2010-2011.

Texas does not currently provide teachers of reading/language arts and mathematics in grades in which the state administers assessments with reports of individual teacher impact on student achievement on those assessments. However, the state-mandated Student Assessment Data Portal project will provide this information for all teachers by the first day of school in September of 2011.

THECB will develop a report on the number of students who graduate from high school who enroll in an IHE in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit applicable to a degree within two years of enrollment in the IHE, by September 30th, 2011. THECB is a partner with TEA in the SLDS 2009 grant award to collect classroom level student performance data in the summer of 2011. THECB will publish the report on their website, and TEA will have a link to the report from the agency web site.

Currently Texas only partially meets the EdFacts reporting requirement for a student level indicator for all homeless students. The current indicator identifies homeless students receiving Title I services only. Texas will modify the data collection to collect this indicator for all students in 2010 – 2011.

To provide the functionality of a robust P-20 and workforce LDS, Texas must fulfill the Systems Requirements that it does not meet today. Texas must be able to efficiently and effectively collect data and report timely, meaningful student achievement information to stakeholders

(e.g. educators, policymakers, and parents) across its 1,200 districts and over 8,000 schools. This will allow stakeholders to allocate fewer resources toward data collection efforts and to focus more resources on using data to drive better decision-making and continuous improvement at all levels. By expediting and enhancing the data collection and reporting processes, and providing the requisite training to leverage these tools, Texas can build a pervasive performance management culture among all stakeholders and make unprecedented progress toward meeting the state’s most pressing educational improvement goals.

Based on the above, and as illustrated in the extensive needs assessment undertaken by TEA, the key remaining improvements and extensions needed to achieve the roadmap vision and transform Texas’ system into an optimal P-20 and workforce LDS include **(1)** integrating key data into the LDS, specifically broader pre-K and kindergarten data, college readiness data, and workforce data (Systems Capability 1, Data Elements 10 and 12); **(2)** reducing the burden of data collection on districts and improving data quality (Systems Capabilities 2 and 6); and **(3)** developing timely, relevant stakeholder reports and building a culture of using data to inform instructional and policy decisions (Systems Capability 5).

The proposed project focuses on these three key areas and, in doing so, will ensure the state’s LDS system provides the functionality to comply with the required America COMPETES elements and capabilities as well as to meet the unique needs of the complex and fragmented education environment in Texas. The following section describes the specific System Requirements to be addressed through the proposed project focus areas and envisioned outcomes.

► **Required Capabilities and Elements to be Addressed through the Proposed Project Focus Areas and Outcomes**

FOCUS AREA 1 – INTEGRATE KEY DATA INTO THE P-20 DATA WAREHOUSE

PROPOSED OUTCOME 1 – LOAD EXISTING SAT, ACT, & AP TEST SCORE COLLECTIONS INTO TPEIR		
Systems Requirement Addressed:	Current Functionality:	Functionality at Completion of proposed Outcomes 1 & 2:
Data Elements 10: College Readiness; 12: Postsecondary Success	50%, 90% (respectively)	100%

Identified Need: College readiness data. Texas currently receives college readiness data (SAT, ACT, and AP test data) through existing agreements with the College Board and ACT, Inc., and reports this data annually as part the annual accountability report and specific research reports available on the TEA website. This data are not linked or loaded in TPEIR, which prevents TEA from providing robust reporting to districts, legislators, and the public on critical areas such as curriculum effectiveness or correlation to postsecondary success.

Proposed Outcome for ARRA SLDS: Expand the P-20 data warehouse to include college readiness test data (Outcome 1 – Load Existing SAT, ACT, & AP Test Score Collections into TPEIR).

PROPOSED OUTCOME 2 – EXPAND LDS TO INCLUDE WORKFORCE, PRE-K, AND K DATA		
Systems Requirement Addressed:	Current Functionality:	Functionality at Completion:

SC1: P-20 Individual Student Data	70%	95%
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Identified Needs: Workforce data. The LDS includes data at the individual student level from kindergarten through postsecondary education. The LDS does not currently collect or link workforce data to education data, but TEA is in the process of establishing an MOU with the Texas Workforce Commission (TWC) to allow for the linking and loading of workforce data, including employment, wages, and earnings data, in the LDS. This expansion and linkage is critical so that stakeholders (educators, legislators, and parents) understand how education outcomes affect economic outcomes and how well K-12 and higher education systems are preparing students to contribute significantly to the state’s 21st century workforce.

Pre-K enrollment data. Texas has data on private pre-K enrollment and kindergarten reading assessments scores, but these data exist in separate databases. Incorporating the linkages to these data will allow the state to assess pre-K program effectiveness based on measures of student progression and school readiness.

Proposed Outcome for ARRA SLDS: Expand the P-20 data warehouse to include and link workforce, private pre-K, and K data (Outcome 2 – Augment TPEIR Data Collections).

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FOCUS AREA 2 – REDUCE THE DATA COLLECTION BURDEN ON DISTRICTS AND IMPROVE DATA QUALITY

The mandate for districts to generate and modify the required data from their source systems creates an expensive and time-consuming effort both for districts (particularly smaller districts) and for TEA, who must monitor each district’s submissions for quality and completeness. For this reason, Outcomes 3 through 8 of this grant application focus on improving data collection and quality through the development and implementation of enhanced data collection standards and a state-sponsored SIS.

PROPOSED OUTCOMES 3–8 – UPGRADE EXISTING DATA COLLECTION AND EXCHANGE INFRASTRUCTURE		
Systems Requirement Addressed:	Current Functionality:	At completion of proposed Outcome 3–8:
SC2: Data Standards	The initial phase of redesigning the existing PEIMS data collection was completed in 2009; the remaining work will be completed by the summer of 2011. Functionality at Completion of Initial Phase = 30%	100%
SC6: Data Quality	50%	100%

Identified Needs: Data Collection and Submission. The ongoing redesign of PEIMS primarily addresses replacing the mainframe architecture and providing enhanced report submission tools to aid districts in reviewing data prior to certification and validation. It does not address the fragmentation of systems and the complexity of data collection and submission at the district level that, if not addressed, will continue to impact time, quality, and costs each time there are new collections or changes to the existing collections that are required. In the spring of 2009, Texas investigated the feasibility of the School Interoperability Framework (SIF) as a

possible solution, but found that the SIF data transport methodology was too complex and costly to implement in an environment as fragmented as Texas.

Data Integrity. The EDIT+ reporting system and the current validation processes are in place to ensure the integrity of the data; however, given the large number of districts with limited technology capabilities, there are persistent issues in data quality associated with extraction and reformatting of data at the district level.

Limited Financial and Technical Resources, Particularly in Small Districts. The fragmented education environment in Texas leads to numerous small, resource-constrained districts having to bear the cost of implementing and operating their own SIS to support the accountability and data collection requirements set by TEA. Unfortunately, many of these districts lack the necessary financial resources or staff expertise to readily comply with these requirements.

Proposed Outcomes for ARRA SLDS: This grant will allow Texas to upgrade its existing data collection and exchange infrastructure so that resource-constrained districts can utilize statewide data standards that ease the transformation of student-level data. This will facilitate interoperable data collection for state and federal accountability and for district performance management purposes. To maximize interoperability, Texas will develop data collection standards that draw upon NCES handbook standards and the National Education Data Model, and Data Elements will cross-walk to SIF data model elements where applicable. Once completed, this will enable seamless integration of district systems with the LDS system and enable more efficient submission of EdFacts data. In addition, the development and implementation of a state-hosted shared SIS, already compliant with and adaptable to changing PEIMS requirements, will provide a more accurate, cost-effective solution for student data management than exists in numerous districts today. Specific outcomes are as follows:

- Realign statewide data collection standards and protocol for districts (Outcome 3)
- Expand architecture to support new standards and collection platform (Outcome 4)
- Automate data collection through development of a state-sponsored SIS (Outcome 5)
- Develop and load DCD (Outcome 6)
- Create DCD extract certification and validation tools (Outcome 7)
- Deploy statewide data collection and management platform (Outcome 8)

In addition, to address data integrity concerns, part of improving the data collection infrastructure will include upgrading existing systems to enhance the quality of data contained in the system. Once TEA adopts more granular statewide data collection standards, implements enhanced data collection tools, and offers a state-sponsored SIS, districts will have fewer points of error and fewer redundant data collections, and overall data quality will improve.

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FOCUS AREA 3 – DEVELOP TIMELY, RELEVANT STAKEHOLDER REPORTS AND BUILD A CULTURE OF USING DATA TO INFORM INSTRUCTIONAL AND POLICY DECISIONS

The Texas data system has long been characterized as being “data rich and information poor.” Given the collection mechanism that has been in place for over twenty years, TEA has a wealth of student-level data. What Texas currently lacks is the ability to turn data into meaningful information that can be used by stakeholders (e.g., educators, policymakers, and parents) to

intervene earlier and more precisely before students or programs are off-track. Several factors contribute to this challenge:

Focus on accountability over program evaluation or performance improvement. Until recently, TEA focused on data collections mostly to address its statutory fiscal and accountability compliance requirements. As such, the reports that are currently defined and made available to stakeholders focus on compliance data that are difficult to manipulate and analyze for continuous improvement purposes. Reports that analyze performance for program and policy purposes can be generated, but often only through special requests. Moreover, the underlying data are not available to stakeholders in a manner that can be easily accessed and manipulated for their specific purposes.

Untimely reporting of and limited access to data. Many data elements are collected only once a year, and due to the time it takes to analyze and report the data, new reports often represent data that are at least nine months old. Without timely, actionable data to modify instruction in the classroom, educators are hampered in their ability to support Texas' education improvement goals.

Data collections redundancies. Due to the inefficiencies of PEIMS, many other informal data collection systems have evolved at TEA, some of which overlap with PEIMS. The data from these additional collections reside in siloed systems that are not linked to longitudinal reporting. These additional collections must be linked into the longitudinal database and redundancies must be eliminated in order to generate accurate, insightful reports.

Limited capability among stakeholders to use data effectively. As TEA strives to improve the availability of timely, relevant information for stakeholders, it must ensure that stakeholders are adequately prepared to use the reports and tools to improve decision-making and drive better student outcomes.

PROPOSED OUTCOME 9 – DEVELOP TIMELY, RELEVANT REPORTS AND USER-FRIENDLY TOOLS FOR STAKEHOLDERS		
Systems Requirement Addressed:	Current Functionality:	Functionality at Completion:
SC 5: Timely Reporting for Continuous Improvement	60%	100%

Identified Need: The MSDF TSDS grant will fund statewide performance management scorecards and dashboards for parents, teachers, districts, and campus personnel. However, there are no planned reports in the current system to aid other key education stakeholders, including policymakers, researchers, and the public, to ensure that the most important questions related to policy or practice are asked and answered.

Proposed Outcome for ARRA SLDS: This proposed grant will be used to develop timely, user-friendly, FERPA-compliant reports for these currently unaddressed stakeholders. The grant will fund significant stakeholder engagement with district staff, principals, teachers, and policy makers to define critical reports on the following:

- College readiness
- Postsecondary success
- Curriculum effectiveness
- Program effectiveness
- Teacher intervention / educator preparation effectiveness

Further, the grant will provide training, technology assistance, and communications to foster awareness about and understanding of how to use the performance reports. These efforts will enable more informed decision-making by all stakeholders (educators, administrators, parents, policymakers, researchers) in support of continuous educational improvement (Outcome 9).

PROPOSED OUTCOME 10 – COMPLY WITH SFSF REPORTING REQUIREMENTS		
Systems Requirement Addressed:	Current Functionality:	Functionality at Completion:
SC 7: Federal Reporting Requirements	70%	90%

Identified Need: Texas currently complies with the majority of proposed State Fiscal Stabilization Fund (SFSF) reporting requirements, (see Summary of Need and Proposed Focus Areas). However, teacher and principal performance data are not currently collected from districts. TEA proposes to collect this information as part of Outcome 10.

Proposed Outcome for ARRA SLDS: TEA will develop a data collection and reporting system to collect aggregate, district level information on teacher and principal evaluations. Aggregate reports will be published on the agency website by September 30, 2011.

► **Summary of Proposed Grant Needs**

Texas has a practical and powerful vision for an LDS and has begun work on some critical components. However, the focus areas proposed under the grant proposal are essential to expediting the data collection process, improving data quality, and increasing the reporting capabilities at the state level, all at a lower cost to districts.

TEA is confident in its ability to successfully execute the proposed activities and achieve the project outcomes based on its demonstrated track record on past LDS projects. In addition to highly experienced internal project leadership, TEA has established exemplary governance structures and processes to ensure that the project is well-managed and supported.

b. Outcomes Related to System Requirements and Implementation

Texas’ proposed outcomes for each of the system requirements that will be produced by the end of the grant period are listed below.

	REQUIRED SYSTEM CAPABILITIES	PROJECT OUTCOMES
1	Individual student data from pre-K – postsecondary and workforce	Outcome 2 – Load workforce data, private pre-K, and kindergarten reading assessments results to TPEIR
2	Facilitate the exchange of data among agencies and institutions within the state and between states so that data may be used to inform policy and practice.	Outcome 3 – Realign State Data Standards Outcome 4 – Expand system architecture to support the new data collection platform Outcome 5 – Implement a state sponsored Student Information System Outcome 6 – Develop Data Services to load the District Collection Database Outcome 7 – Develop district extraction, validation and certification tools Outcome 8 – Deploy the data collection and

		management platform state wide
5	Must enable data to be easily generated for continuous improvement and decision making.	Outcome 9 – Develop timely, relevant, user friendly reports and tools for stakeholders
6	Must ensure the quality and integrity of data	Outcomes 3-8 above
7	Must provide the ability to meet Department reporting requirements, including SFSF and EdFacts	Outcome 10 – Collect and report aggregate information on Teacher and Principal evaluations
	REQUIRED DATA ELEMENTS	PROJECT OUTCOMES
10	Student Level College Readiness test scores	Outcome 1 – Load existing SAT, ACT, and AP test scores into TPEIR

c. Timeline for Project Outcomes

Key: BA = Business Analyst; COTS = commercial-off-the-shelf; DE = America COMPETES Data Element; Dev. = Developer; DM = Data Modeler; EDM = Enterprise Data Management; F&A = Finance and Administration Department; FTE = Full Time Equivalent (employee); PM = Project Manager; SA = System Analyst; SC = America COMPETES System Capability; STA = System Test Administrator; TW = Technical Writer

TASK NAME		START	END
ARRA SLDS GRANT		9/1/10	8/30/13
SUMMARY	Project Oversight	9/1/10	8/30/13
	Outcome 1 (DE-10) Load existing SAT, ACT, & AP test score collections into TPEIR (LDS).	9/1/10	11/1/12
	Outcome 2 (SC-1) Expand LDS to include workforce, pre-K, & K data.	9/1/10	7/8/13
	Outcome 3 (SC-2/6) Realign statewide data collection standards & protocol for districts.	9/1/10	8/5/11
	Outcome 4 (SC-2/6) Expand architecture to support new standards & collection platform.	9/1/10	8/16/11
	Outcome 5 Implement state-sponsored SIS.	11/17/10	11/26/12
	Outcome 6 (SC-2/6) Develop data services & load DCD.	9/1/10	8/5/13
	Outcome 7 (SC-2/6) DCD extract certification & validation tools (ILOG, Edit+).	7/20/11	8/5/13
	Outcome 8 (SC-2/6) Deploy statewide data collection & management platform (pilot vs. full deployment).	11/16/12	8/5/13
	Outcome 9 (SC-5) Develop timely, relevant reports & user-friendly tools for stakeholders.	9/1/10	7/15/13
Outcome 10 (SC-7) Comply with SFSF reporting requirements.	12/7/09	9/30/11	

TASK NAME	ASSIGNED TO	START	END
ARRA SLDS GRANT		9/1/09	8/30/13
Project Oversight	PM 2	9/1/10	8/30/13

TASK NAME	ASSIGNED TO	START	END
Outcome 1 (DE-10) Load existing SAT, ACT, & AP test score collections into TPEIR (LDS).		9/1/10	11/1/12
Texas currently has an agreement with the College Board to receive the SAT and ACT test scores. Currently this data is in a flat file structure and is not in the data warehouse. TEA will load the data to TPEIR where it can be linked to other student data and develop aggregate reports on college readiness.			
OUTCOME 1.1 INITIATION & PLANNING.		9/1/10	3/18/11
Task 1.1.1 Determine current or planned availability of data based on existing MOUs.	TPEIR FTE	9/1/10	10/13/10
Task 1.1.2 Explore any new initiatives related to collecting these types of data.	TPEIR FTE	9/1/10	9/22/10
Task 1.1.3 Work with Legal Services on exploring negotiations with test companies, as needed.	TPEIR FTE	10/14/10	2/10/11
Task 1.1.4 Develop project plan.	TPEIR FTE	2/11/11	3/18/11
OUTCOME 1.2 REQUIREMENTS GATHERING & ANALYSIS.		3/21/11	9/21/11
Task 1.2.1 Gather requirements.	TPEIR SA 2A, TPEIR SA 2D	3/21/11	6/13/11
Task 1.2.2 Analysis for data model design.	TPEIR SA 2A, TPEIR SA 2D	6/14/11	7/19/11
Task 1.2.3 Analysis for design of warehouse views.	TPEIR SA 2A, TPEIR SA 2D	7/20/11	8/23/11
Task 1.2.4 Develop new report requirements for use in TPEIR.	TPEIR SA 2A, TPEIR SA 2D	8/24/11	9/21/11
OUTCOME 1.3 DETAILED DESIGN.		7/20/11	11/16/11
Task 1.3.1 Create data model.	SA 2B	7/20/11	8/16/11
Task 1.3.2 Design warehouse views.	SA 2B	8/24/11	9/21/11
Task 1.3.3 Develop reports design.	TPEIR SA 2A, TPEIR SA 2D	9/22/11	10/19/11
Task 1.3.4 Create source-to-target mappings.	TPEIR SA 2A, TPEIR SA 2D	9/22/11	11/16/11
OUTCOME 1.4 CONSTRUCTION & TESTING.		11/17/11	7/24/12
Task 1.4.1 Create code for loading data.	SA 2C	11/17/11	2/2/12
Task 1.4.2 Create data tables.	SA 2B	2/3/12	3/2/12
Task 1.4.3 Load data to development/staging.	SA 2C	3/5/12	3/30/12
Task 1.4.4 Perform QA.	TPEIR Dev. 2A	4/2/12	5/11/12
Task 1.4.5 Move data to production.	SA 2C	5/14/12	5/25/12
Task 1.4.6 Test.	TPEIR Dev. 2A	5/29/12	6/25/12
Task 1.4.7 Create reports.	TPEIR Dev. 2A	6/26/12	7/24/12
OUTCOME 1.5 IMPLEMENTATION.		7/25/12	11/1/12
Task 1.5.1 Create user documentation.	TPEIR FTE	7/25/12	8/21/12
Task 1.5.2 Develop training materials.	TPEIR FTE	8/22/12	9/20/12
Task 1.5.3 Incorporate into training program.	TPEIR FTE	9/21/12	10/18/12
Task 1.5.4 Release data products.	TPEIR FTE	10/19/12	11/1/12
Outcome 2 (SC-1) Expand LDS to include workforce, pre-K, & K data.		9/1/10	7/8/13

TASK NAME	ASSIGNED TO	START	END
TEA will receive employment, wage, and earnings information from TWC, load the data into the data warehouse, and link to other information on dropouts and graduates to produce reports. Information on students in private pre-K programs will also be loaded to the data warehouse as well reading assessments results for students in kindergarten.			
OUTCOME 2.1 EXPAND TWC DATA LINK IN TPEIR TO INCLUDE DROPOUTS & HIGH SCHOOL GRADUATES NOT ATTENDING COLLEGE.		9/1/10	11/9/11
Task 2.1.0 Determine availability of data & any associated restrictions in use.	TPEIR SA 2D, TPEIR SA 2A	9/1/10	9/29/10
Task 2.1.1 Analyze TWC data & requirements for matching to K-12 student data.	TPEIR SA 2D, TPEIR SA 2A	9/30/10	1/27/11
Task 2.1.2 Design data model for TWC data in TPEIR.	SA 2B	10/28/10	11/24/10
Task 2.1.3 Design extract, transform, & load programs to load TWC data into TPEIR.	SA 2C	11/29/10	2/25/11
Task 2.1.4 Develop extract, transform, & load programs to load TWC data into TPEIR.	SA 2C	2/28/11	4/22/11
Task 2.1.5 Test extract, transform, & load programs to load TWC data.	SA 2C	4/25/11	5/20/11
Task 2.1.6 Load TWC Data into TPEIR.	SA 2C	5/24/11	8/16/11
Task 2.1.7 Validate TWC data in TPEIR.	TPEIR SA 2A	8/17/11	11/9/11
Task 2.1.8 Analyze requirements for workforce reports on dropouts & graduates not attending college.	TPEIR SA 2D, TPEIR SA 2A	11/29/10	1/27/11
Task 2.1.9 Develop TPEIR reports based on aggregate workforce data for dropouts & graduates not attending college.	TPEIR Dev. 2B	1/13/11	2/10/11
Task 2.1.10 Develop documentation for workforce reports.	TPEIR SA 2D, TPEIR SA 2A	1/13/11	4/8/11
Task 2.1.11 Test workforce reports for dropouts & graduates not attending college.	TPEIR Dev. 2B	4/11/11	5/6/11
Task 2.1.12 Deploy workforce reports for dropouts & graduates not attending college to the TPEIR website.	SA 2B	5/9/11	5/13/11
OUTCOME 2.2 ESTABLISH LINK BETWEEN EXTERNAL PRE-K DATABASES & K-12 TO INCLUDE PRE-K ENROLLMENT (E.G., PRIVATE PRE-SCHOOL) & KINDERGARTEN READING ASSESSMENTS RESULTS.		3/21/11	7/8/13
Task 2.2.1 Initiation & planning.		3/21/11	9/21/11
2.2.1.1 Determine existing databases of Pre-K data & kindergarten reading assessments results.	TPEIR FTE	3/21/11	4/8/11
2.2.1.2 Determine if barriers exist that may prohibit loading these data into the LDS.	TPEIR FTE	4/11/11	4/29/11
2.2.1.3 Explore options for overcoming barriers, as needed.	TPEIR FTE	5/2/11	8/23/11
2.2.1.4 Develop project plan.	TPEIR FTE	8/24/11	9/21/11
Task 2.2.2 Requirements gathering & analysis.		9/22/11	4/6/12

TASK NAME	ASSIGNED TO	START	END
2.2.2.1 Gather requirements.	TPEIR SA 2D, TPEIR SA 2A	9/22/11	12/16/11
2.2.2.2 Analysis for data model design.	TPEIR SA 2D, TPEIR SA 2A	12/19/11	1/26/12
2.2.2.3 Analysis for design of warehouse views.	TPEIR SA 2D, TPEIR SA 2A	1/27/12	3/2/12
2.2.2.4 Develop new report requirements for use in TPEIR.	TPEIR SA 2D, TPEIR SA 2A	3/5/12	4/6/12
Task 2.2.3 Detailed design.		1/27/12	7/10/12
2.2.3.1 Create data model.	SA 2B	1/27/12	2/24/12
2.2.3.2 Design warehouse views.	SA 2B	3/5/12	3/30/12
2.2.3.3 Develop reports design.	TPEIR SA 2D, TPEIR SA 2A	4/9/12	5/11/12
2.2.3.4 Create source-to-target mappings.	TPEIR SA 2D, TPEIR SA 2A	5/14/12	7/10/12
Task 2.2.4 Construction & testing.		7/25/12	4/8/13
2.2.4.1 Create code for loading data.	SA 2C	7/25/12	9/20/12
2.2.4.2 Create data tables.	SA 2C	9/21/12	10/18/12
2.2.4.3 Load data to development/staging.	SA 2C	10/19/12	11/26/12
2.2.4.4 Perform QA.	TPEIR Dev. 2A	11/27/12	1/28/13
2.2.4.5 Move data to production.	SA 2C	1/29/13	2/11/13
2.2.4.6 Test.	TPEIR Dev. 2A	2/12/13	3/11/13
2.2.4.7 Create reports.	TPEIR Dev. 2A	3/12/13	4/8/13
Task 2.2.5 Implementation.		4/9/13	7/8/13
2.2.5.1 Create user documentation.	TPEIR FTE	4/9/13	5/6/13
2.2.5.2 Develop training materials.	TPEIR FTE	5/7/13	6/3/13
2.2.5.3 Incorporate into training program.	TPEIR FTE	6/4/13	6/24/13
2.2.5.4 Release data products.	TPEIR FTE	6/25/13	7/8/13
Outcome 3 (SC-2/6) Realign statewide data collection standards & protocol for districts.		9/1/10	8/5/11
<p>Prior to the start of the grant project, TEA will review the technical requirements from the MSDF prototype of the DCD and develop an initial draft of DCD data standards for the PEIMS Collection. The work for Outcome 3 will include analysis of district data requirements, review and validation of the draft data standards, and publication of the final DCD data standards.</p>			
OUTCOME 3.1 CREATE TEA DCD DATA STANDARDS TO MEET DATA & REPORTING REQUIREMENTS.		9/1/10	3/29/11
Task 3.1.1 Analyze district requirements for data in the TEA DCD.	PEIMS Analyst	9/1/10	10/15/10
Task 3.1.2 Update draft of the TEA DCD data standards.	PEIMS Analyst	10/18/10	12/3/10
Task 3.1.3 Distribute updated draft DCD data standards to agency staff, district stakeholders, & ESC's for review & comment.	PEIMS Analyst	12/6/10	1/14/11
Task 3.1.4 Incorporate changes into the TEA draft DCD data standards.	PEIMS Analyst	1/17/11	1/31/11

TASK NAME	ASSIGNED TO	START	END
Task 3.1.5 Re-distribute draft DCD data standards for review & comment.	PEIMS Analyst	2/1/11	3/1/11
Task 3.1.6 Finalize the DCD data standards for 2011 - 2012.	PEIMS Analyst	3/2/11	3/29/11
Task 3.1.7 Develop training for the DCD data standards for the 2011-2012 PEIMS collection.	PEIMS Analyst	3/2/11	3/29/11
Outcome 4 (SC-2/6) Expand architecture to support new standards & collection platform.		9/1/10	8/16/11
TEA will acquire additional hardware and software licenses to establish separate development and test environments for Cognos reporting, and expand the resources currently available in the production Cognos environment. In addition TEA will implement Tivoli Access Manager and Tivoli Identity Manager for enabling secure access to confidential data for external users.			
OUTCOME 4.1 COGNOS & DATABASE LICENSES/PLATFORM.		9/1/10	8/16/11
Task 4.1.1 architecture/infrastructure analysis.	Cognos SA 2	9/1/10	9/29/10
Task 4.1.2 Bring up Development & Test environments.	Cognos SA 2	9/30/10	4/22/11
Task 4.1.3 Implementation (set-up users, roles, groups, & rules).	Cognos SA 2	4/25/11	8/16/11
OUTCOME 4.2 IAM MIGRATION.		9/1/10	7/5/11
Task 4.2.1 IAM - Develop high-level business requirements.	BA 2A	9/1/10	11/24/10
Task 4.2.2 IAM - Architecture/infrastructure analysis.	SA 3G	11/29/10	12/28/10
Task 4.2.3 IAM - Acquire/identify & bring up Development & Test environments.	FTE	12/29/10	2/25/11
Task 4.2.4 IAM - Implementation (set-up users, roles, groups, & rules).	FTE	12/29/10	3/25/11
Task 4.2.5 IAM - Integrate with portal.	SA 3G	3/28/11	6/6/11
Task 4.2.6 IAM - Integration testing.	STA 2A , SA 3G	6/7/11	7/5/11
Outcome 5 Implement state-sponsored SIS.		11/17/10	11/26/12
TEA will issue an RFO prior to the start date for the proposed grant, and TEA will select a vendor to provide a voluntary, state-sponsored SIS for districts. A contract will be developed for hosting the system and providing training and support to users.			
OUTCOME 5.1 IMPLEMENT SIS.		11/17/10	4/20/12
SIS vendor selected.	SIS Vendor	11/17/10	11/17/10
Task 5.1.1 Finalize deployment costs.		11/18/10	12/3/10
5.1.1.1 Estimate development cost.	PM 1	11/18/10	12/3/10
5.1.1.2 Estimate implementation cost.	PM 1	11/18/10	12/3/10
5.1.1.3 Estimate licensing costs.	PM 1	11/18/10	12/3/10
Task 5.1.2 SIS application configuration & conversion.		11/18/10	8/23/11
5.1.2.1 Review & approve design specification.	SA 3E, PM 1	11/18/10	2/18/11
5.1.2.2 Approve test plan.	PM 1, STA 2	11/18/10	1/5/11
5.1.2.3 Approve training plan.	PM 1, BA 2	11/18/10	1/5/11

TASK NAME	ASSIGNED TO	START	END
<i>5.1.2.4 Approve database design.</i>	PM 1, SIS SA 2	11/18/10	2/18/11
<i>5.1.2.5 Approve documentation plan.</i>	PM 1, BA 2	11/18/10	12/10/10
<i>5.1.2.6 Modify COTS SIS solution to comply with all mandatory state requirements.</i>		2/21/11	8/23/11
Task 5.1.3 Testing.		8/24/11	4/20/12
<i>5.1.3.1 Approve integration test summary report.</i>	STA 2A , PM 1	8/24/11	10/5/11
<i>5.1.3.2 Approve system test summary report.</i>	STA 2A , PM 1	10/6/11	11/16/11
<i>5.1.3.3 TEA acceptance test phase.</i>		11/17/11	1/18/12
<i>5.1.3.3.1 Conduct acceptance test.</i>	PM 1	11/17/11	1/18/12
<i>5.1.3.3.2 Sign customer acceptance form.</i>		1/18/12	1/18/12
<i>5.1.3.4 Deploy to districts for limited release.</i>	PM 1	2/20/12	4/20/12
OUTCOME 5.2 INFRASTRUCTURE & SERVICES.		4/23/12	11/26/12
Task 5.2.1 Warranty & maintenance.		4/23/12	11/26/12
<i>5.2.1.1 Expand rollout & ongoing application support.</i>	STA 2A , PM 1, BA 2, SIS SA 2	4/23/12	11/26/12
Outcome 6 (SC-2/6) Develop data services & load DCD.		9/1/10	8/5/13
TEA will develop a set of web based data services for use with the state supported student information system and integration with other vendor systems to submit the district data to the statewide District Collection Database.			
6.1 DCD DATA SERVICES REQUIREMENTS.		9/1/10	3/25/11
Task 6.1.1 Review result of DCD pilot.	PM 1, BA 2C	9/1/10	9/14/10
Task 6.1.2 Develop high-level functional requirements for data services.	BA 2C, SA 3E, PM 1	9/1/10	9/15/10
Task 6.1.3 Infrastructure analysis.	ITS FTE, PM 1	9/16/10	1/12/11
6.2 DCD DATA SERVICES DEVELOPMENT.		5/9/11	11/23/11
Task 6.2.1 DCD data services - initial architecture & design.	SA 3E, PM 1	5/9/11	6/6/11
Task 6.2.2 DCD data services - initial implementation (prototype).	SA 3E, SA 3G	6/7/11	8/2/11
Task 6.2.3 DCD data services – complete architecture & design.	SA 3E, SA 3G	8/3/11	9/28/11
Task 6.2.4 DCD data services – implementation.	SA 3E, STA 2A, BA 2B, Dev. 2C	9/29/11	11/23/11
Task 6.2.5 DCD data conversion tools.	SA 3E, STA 2A, BA 2B, Dev. 2C	9/29/11	11/23/11
6.3 DCD DATA SERVICES TEST – INTEGRATION.		1/20/12	2/17/12
Task 6.3.1 SIS - DCD - data services.	SA 3E, STA 2A , Dev. 2C	1/20/12	2/17/12
6.4 DCD DATA SERVICES USER ACCEPTANCE TESTING COMMITTEE.		9/29/11	12/9/11
6.5 DEPLOY FOR LIMITED RELEASE.		2/20/12	6/25/12
Task 6.5.1 Develop data services deployment plan.	PM 1	2/20/12	3/2/12

TASK NAME	ASSIGNED TO	START	END
Task 6.5.2 Deploy student data service.	SA 3E, PM 1	4/23/12	6/25/12
Task 6.5.3 Deploy staff data service.	SA 3E, PM 1	4/23/12	6/25/12
Task 6.5.4 Deploy financial data service.	SA 3E, PM 1	4/23/12	6/25/12
Task 6.5.5 Deploy reporting webservice.	SA 3E, PM 1, Dev. 2C	4/23/12	6/25/12
6.6 EXPANDED ROLLOUT.	SA 3E, PM 1, Dev. 2C	6/26/12	8/5/13
Outcome 7 (SC-2/6) DCD Extract certification & validation tools (ILOG, Edit+).		6/23/11	8/5/13
TEA will develop software to periodically extract data from the District Collection Database to a staging environment, generate validation reports for district review and certification. Once certified, TEA will develop the software to transform the raw data into information required for state and federal reporting.			
7.1 DATA COLLECTION (EDIT+ REPLACEMENT).		6/23/11	8/5/13
Task 7.1.1 Requirements.		6/23/11	9/16/11
7.1.2 Develop high-level functional requirements.	BA 2A, PM 1	6/23/11	9/16/11
7.1.3 Architecture.	SA 3E, PM 1	8/5/11	8/25/11
7.1.4 Infrastructure analysis.	SA 3E, PM 1	8/19/11	9/16/11
7.2 DEVELOP DATA COLLECTION EXTRACTS & TESTS.		9/19/11	3/13/12
Task 7.2.1 Student.	SA 3E, Dev. 2C, PM 1	9/19/11	1/13/12
Task 7.2.2 Staff.	SA 3E, Dev. 2C, PM 1	9/19/11	1/13/12
Task 7.2.3 Financial.	SA 3E, Dev. 2C, PM 1	9/19/11	1/13/12
Task 7.2.4 Reports.	SA 3E, Dev. 2C, PM 1	1/16/12	3/13/12
7.3 TEST – INTEGRATION.		1/16/12	4/10/12
Task 7.3.1 Student.	SA 3E, STA 2A , PM 1	1/16/12	2/28/12
Task 7.3.2 Staff.	SA 3E, STA 2A , PM 1	1/16/12	2/28/12
Task 7.3.3 Financial.	SA 3E, STA 2A , PM 1	1/16/12	2/28/12
Task 7.3.4 Reports.	SA 3E, STA 2A , PM 1	3/14/12	4/10/12
7.4 USER ACCEPTANCE TEST.	PM 1	1/16/12	3/13/12
7.5 DEPLOY FOR LIMITED RELEASE.		1/16/12	11/15/12
Task 7.5.1 Develop deployment plan.	SA 3E, PM 1	1/16/12	3/20/12
Task 7.5.2 Deploy student extract tools.	SA 3E, PM 1, Dev. 2C	6/26/12	11/15/12
Task 7.5.3 Deploy staff extract tools.	SA 3E, PM 1, Dev. 2C	2/29/12	7/5/12
Task 7.5.4 Deploy financial extract tools.	SA 3E, PM 1,	2/29/12	5/22/12

TASK NAME	ASSIGNED TO	START	END
	Dev. 2C		
Task 7.5.5 Deploy reporting extract tools.	SA 3E, PM 1, Dev. 2C	4/11/12	5/22/12
7.6 EXPANDED ROLLOUT.	SA 3E, PM 1, Dev. 2C	11/16/12	8/5/13
Outcome 8 (SC-2/6) Deploy statewide data collection & management platform.		11/16/12	8/5/13
TEA will initiate the phased deployment of the new data collection system for all 1,200 districts in the state.			
8.1 PRODUCTION IMPLEMENTATION.		11/16/12	8/5/13
Task 8.1.1 Deploy to districts.	PM 2	11/16/12	8/5/13
Outcome 9 (SC-5) Develop timely, relevant reports & user-friendly tools for stakeholders.		9/1/10	7/15/13
TEA will convene focus groups of internal and external stakeholders to develop reporting metrics for the program and policy areas of college readiness, high school graduation, teacher effectiveness, educator preparation programs, and post secondary success. User friendly reports will be developed and made available to stakeholders via the TPEIR web portal.			
OUTCOME 9.1 CONDUCT STAKEHOLDER GROUPS WITH TEA PROGRAM, LEGISLATIVE & RESEARCH COMMUNITY TO GATHER FEEDBACK ON DEFINITION OF MEASURES & PROPOSED KEY POLICY/PROGRAM AREAS INCLUDING: COLLEGE READINESS, HIGH SCHOOL GRADUATION, TEACHER EFFECTIVENESS, EDUCATOR PREPARATION, & POSTSECONDARY SUCCESS.		9/1/10	2/2/12
Task 9.1.1 Convene workgroup of agency staff to identify potential reports & define measures for assessing college readiness, teacher effectiveness, & post secondary success.	TPEIR SA 2E	9/1/10	12/3/10
Task 9.1.2 Convene stakeholder groups of legislative & research community representative to collect requirements for reports & identify desired measures.	TPEIR SA 2E	12/6/10	2/25/11
Task 9.1.3 Analyze stakeholder requirements & prioritize reports.	TPEIR SA 2E	2/28/11	5/30/11
Task 9.1.4 Develop report prototypes & validate requirements with stakeholders.	TPEIR SA 2E	5/31/11	8/2/11
Task 9.1.5 Develop system requirements specifications for reports including access requirements & need for additional data collections.	TPEIR SA 2E	8/3/11	12/2/11
Task 9.1.6 Analyze data requirements for reports.	TPEIR SA 2E	8/3/11	12/2/11
Task 9.1.7 Develop data models for reporting aggregates.	SA 2C	12/5/11	2/2/12
OUTCOME 9.2 DEVELOP & CODE REQUIRED/REQUESTED REPORTS.		2/3/12	2/18/13
Task 9.2.1 Design reports.	TPEIR SA 2E	2/3/12	6/25/12

TASK NAME	ASSIGNED TO	START	END
Task 9.2.2 Create aggregate tables in TPEIR for reporting.	SA 2C	2/3/12	3/30/12
Task 9.2.3 Code reports.	TPEIR Dev. 2B	6/26/12	11/15/12
Task 9.2.4 Test reports.	TPEIR Dev. 2B, TPEIR SA 2E	9/21/12	1/21/13
Task 9.2.5 Test secure reporting access.	STA 2A	9/21/12	1/21/13
Task 9.2.6 Develop report documentation.	TPEIR SA 2E	11/16/12	2/18/13
Task 9.2.7 Develop training materials.	TPEIR SA 2E	11/16/12	2/18/13
OUTCOME 9.3 LOAD & MAKE REPORTS AVAILABLE FOR EACH STAKEHOLDER GROUP.		1/22/13	3/25/13
Task 9.3.1 Deploy reports & documentation on the TPEIR web site.	FTE	1/22/13	2/11/13
Task 9.3.2 Grant access to secured reports	FTE	2/12/13	3/25/13
OUTCOME 9.4 CONDUCT DATA TRAINING TO BE DISTRIBUTED TO STAKEHOLDERS.	Technical Writer 2A	2/19/13	3/4/13
OUTCOME 9.5 COMMUNICATIONS TO MAKE USERS AWARE OF REPORTS		3/26/13	3/26/13
Task 9.5.1 Notify stakeholder participants, superintendents, & school administrators of the availability of reports.	FTE	3/26/13	3/26/13
OUTCOME 9.6 MEASURE USAGE OF REPORTS TO ESTABLISH A BEST PRACTICE CLEARINGHOUSE ON PROVEN PROGRAMS. SEE SC2 RE: TIMELY REPORTING OUTCOMES.		3/26/13	7/15/13
Task 9.6.1 Monitor web access to reports.	FTE	3/26/13	7/15/13
Task 9.6.2 Develop surveys to solicit feedback from school districts & stakeholders.	Technical Writer 2A	3/26/13	5/6/13
Task 9.6.3 Implement web survey of report users.	FTE	5/7/13	5/20/13
Task 9.6.4 Analyze survey results for possible enhancements.	SA 2B	5/21/13	6/17/13
Outcome 10 (SC-7) Comply with SFSF reporting requirements.		9/1/10	9/30/11
TEA will develop a data collection and web reports to meet the requirements related to teacher and principal evaluations for the State Fiscal Stabilization Fund Phase II.			
OUTCOME 10.1 DEVELOP A DATA COLLECTION TO INCLUDE AGGREGATE PERFORMANCE EVALUATION DATA ON TEACHERS & PRINCIPALS.		9/1/10	9/30/11
Task 10.1.1 Analyze the requirements for collecting aggregate information on teacher evaluations by district.	FTE	9/1/10	9/30/10
Task 10.1.2 Design a data collection format.	SA 3G	9/1/10	9/30/10
Task 10.1.3 Develop the requirements specification for data collection & reporting.	FTE	10/1/10	10/29/10
Task 10.1.4 Design the data models for data collection & reporting.	SA 2C	11/1/10	12/31/10
Task 10.1.5 Design the data collection programs, edits, & reports.	SA 3G	11/1/10	12/31/10
Task 10.1.6 Code the data collection programs & reports.	SA 3G	1/3/11	3/31/11
Task 10.1.7 Test the data collection programs & reports.	SA 3G, STA 2A	4/1/11	4/29/11

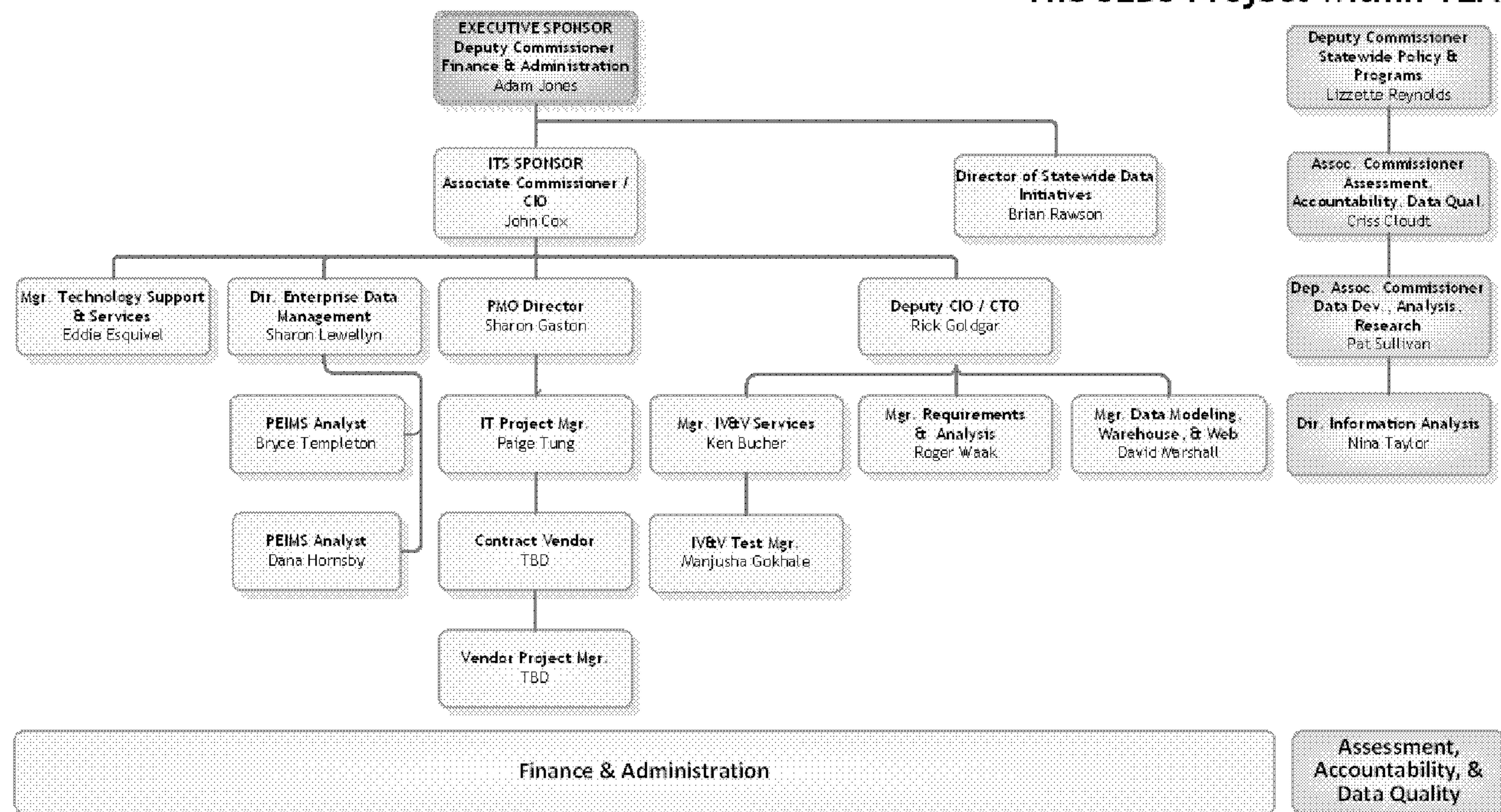
TASK NAME	ASSIGNED TO	START	END
Task 10.1.8 Collect the aggregate information on teacher evaluations by district.	SA 3G	5/2/11	8/30/11
Task 10.1.9 Generate aggregate reports on teacher evaluation data by district.	SA 3G	9/1/11	9/30/11

d. Project Management and Governance Plan

► **The Project within TEA’s Organizational Structure**

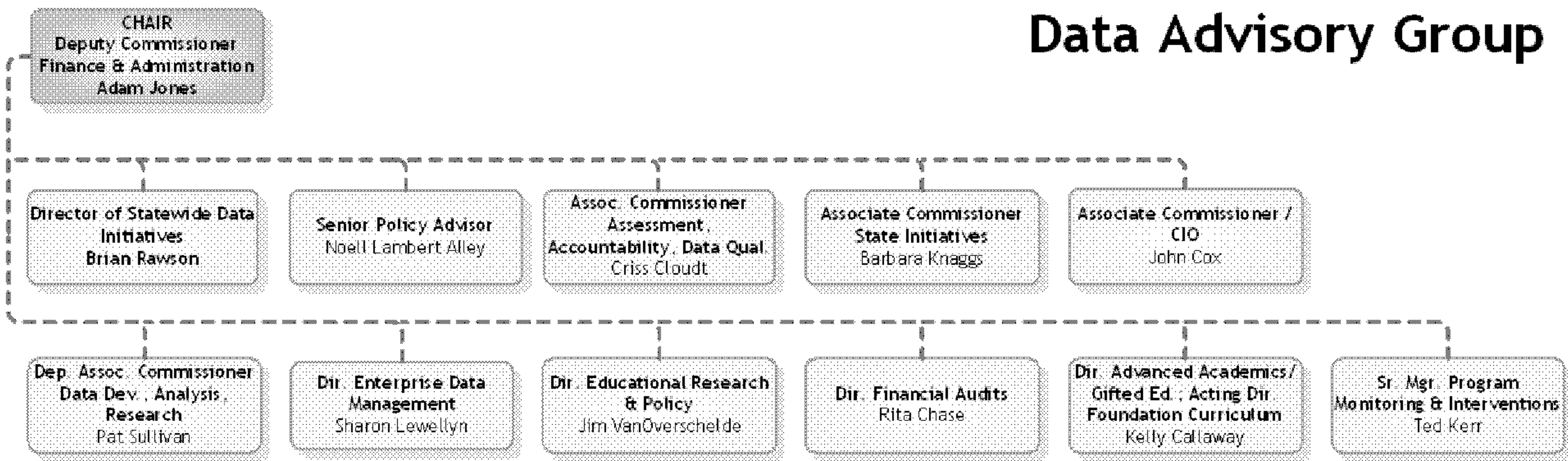
The project will reside in the Finance and Administration (F&A) Division of TEA, with participation from the Department of Assessment, Accountability, and Data Quality (AADQ), where responsibility for TPEIR resides. The organizational chart below depicts the reporting relationships and identifies the groups within F&A and AADQ that will be responsible for major portions of the project:

Organization Chart
The SLDS Project within TEA



► **Oversight Entities**

The Data Advisory Group will be responsible for approval and oversight of project activities. This group of internal stakeholders is comprised of senior level agency staff and is chaired by the project’s Executive Sponsor. The committee will determine policy, approve projects and expenditures, review deliverables, and resolve differences.



Building and deploying a robust LDS requires significant coordination among stakeholders across the education system as well as established processes that address data ownership, accountability, quality, access, and security. For these reasons, TEA has established a strong Data Advisory Group and guidelines that represent critical components of the state’s current and proposed LDS.

In addition to the internal management team and oversight committee, TEA has in place several governance structures to ensure that the proposed solution is well supported and managed. In addition to the TEA data governance organization, project efforts will be supported by the Texas P-16 State Council, which is comprised of statutory members representing four state agencies: TEA, THECB, TWC, and the Texas Department of Assistive and Rehabilitative Services (DARS). The council also includes non-statutory representatives from higher education institutions, local education agencies, and businesses. The P-20 data warehouse (TPEIR) is already under the aegis of the P-16 Council and demonstrates the effectiveness of this group to build and support cross-agency systems. The P-16 Council will continue to oversee the P-20 data warehouse during the expansion of the data collection and reporting proposed in this project.

e. Staffing

► Roles and Responsibilities

All outcomes will be managed by agency staff and, where possible, staffed with agency FTE’s. Grant-funded FTEs and individual contractors will be used for staff augmentation as needed. Outcome 5, the state-sponsored SIS, will be hosted and supported by a contracted third party. The agency Data Center Services are provided by IBM Global Services under a contract with the State Department of Information Resources.

TEA: Internal Staff			
ROLE	RESPONSIBILITY	NAME	FTE
Executive Sponsor	Has ultimate authority for the overall project, ensuring requirements are identified & fulfilled. (CTO, Deputy Commissioner Finance & Administration)	Adam Jones	5%
Executive Project Director	Oversees the entire project & coordination with existing initiatives, is the USDE contact on the project, & will attend annual IES Grantee Conference.	Brian Rawson	50%

Program Manager	Oversees overall grant execution & reporting.	to be hired	100%
Project Manager (Outcm.5, 6 & 7)	Manages the project schedule, staff, & deliverables for outcomes 5, 6, & 7.	to be hired	100%
PEIMS Project Mgr. (Outcm. 6 & 7)	Coordinates with the PEIMS project.	Paige Tung	10%
TPEIR Systems Analyst (Outcm. 1 & 2)	Provides subject matter expertise to perform initiation & planning tasks.	Pat Sullivan	20%
TPEIR Systems Analyst (Outcm.1 & 2)	Creates documentation & training materials & releases data products.	to be hired	100%
TPEIR Systems Analyst (Outcm.1 & 2)	Performs initiation & planning tasks. Creates documentation & training materials & releases data products.	to be hired	100%
Enterprise Data Planning Mgr. (Outcm. 3)	Review & approve data standards requirements & business rules.	Sharon Lewellyn	10%
PEIMS Analyst (Outcm. 3)	Analyzes data requirements & business rules for data collection. Develops data standards documentation. Develops training materials on data standards. Trains ESCs & software vendors on data standards.	Dana Hornsby	25%
Business Analyst 2 (Outcm. 4 & 6)	Requirements gathering & analysis for the expanded data collection platform & security tools.	to be hired	100%
Manager 4 (Outcm. 1, 2, 9)	Management oversight.	Susann Wiener	5-10%
Mgr., Requirements & Analysis (Outcm. 5)	Oversee SIS implementation.	Roger Waak	10%
System Test Administrator 2A (Outcm. 4, 5, 6, 7)	Testing of tool integration & expanded collection platform.	to be hired	100%
Business Analyst 2B (Outcm. 5)	Participates in SIS requirements gathering & analysis. Reviews vendor requirements, documentation, & training plan.	to be hired	100%
SIS Systems Analyst 2 (Outcm. 5 & 6)	Reviews & approves vendor specifications. Acceptance testing.	to be hired	100%
Dev. 2 (Outcm. 6 & 7)	Developer for data services.	to be hired	100%
TPEIR Systems Analyst 2E (Outcm. 9)	Design data models & views.	to be hired	100%

PEIMS Analyst (Outcm. 10)	Analyzes data requirements & business rules collection of aggregate teacher evaluation information. Designs data collection structures.	Bryce Templeton	20%
Manager of Educator Performance Student Services (Outcm. 10)	Analyzes requirements for teacher and principal evaluation data. Coordinates with districts and vendors. Reviews and approves data collection format and reports.	Priscilla Aquino-Garza	25%
TEA: Contract Staff			
ROLE	RESPONSIBILITY	NAME/TITLE	FTE
Systems Analyst 2B (Outcm. 1, 2)	Creates data model & views.	to be hired	100%
Systems Analyst 2C (Outcm. 1, 2)	Creates data model & views.	to be hired	100%
TPEIR Developer 2A (Outcm. 1, 2)	Creates, tests, & deploys reports.	to be hired	100%
TPEIR Developer 2B (Outcm. 2, 9)	Creates, tests, & deploys reports.	to be hired	100%
Systems Analyst 3G (Outcm. 4, 10)	Security infrastructure, architecture, & integration.	Geoff McElhanon	10-50%
Cognos Systems Analyst 2 (Outcm. 4)		to be hired	100%
Systems Analyst 3E (Outcm. 5, 6, 7)	Reviews & approves vendor design specifications; security infrastructure, architecture, and integration.	Silvia Brunet-Jones	10-40%
System Test Analyst 2 (Outcm. 5, 6, 9)	Tests SIS & data services.	to be hired	100%
Business Analyst 2C (Outcm. 6, 7)	Gathers & analyzes data services requirements.	to be hired	100%
System Test Analyst 3 (Outcm. 7, 10)	Tests data validation & extraction tools.	to be hired	50-100%
Technical Writer 2 (Outcm. 9)	Creates user documentation.	Melanie Ulrich	25%
Systems Analyst 2D (Outcm. 9, 10)	Creates data model & views.	to be hired	100%

► **Qualifications of Key Personnel**

Brian Rawson, Director of Statewide Data Initiatives, will act as Project Director for the grant and is a member of the Data Advisory Group. He will provide oversight, direction, guidance, innovation, and assistance in planning and quality assurance for agency data initiatives. Mr. Rawson previously served as the CIO of the Texas Education Agency. He has served Texas for more than two decades in all facets of information and technology management and leadership

in several public sector organizations. His tenure at the Texas Department of Information Resources, TEA, the Texas Telecommunications Infrastructure Fund Board, and the Texas Department of Transportation were all marked with notable achievements. Mr. Rawson's most recent assignment was serving as the Chief Technology Officer for the State of Texas and Executive Director for the Texas Department of Information Resources. At the helm of the state's enterprise technology function, Mr. Rawson led the massive Texas technology transformation to increase citizen access to government services, provide greater information security, leverage taxpayers' technology investment, and promote innovation. He is expected to devote 50 percent of his time to the grant project.

Sharon Lewellyn is the Acting Director of Enterprise Data Management (EDM) and a member of the Data Advisory Group. The division is responsible for planning, designing, and supporting the PEIMS data collection statewide for 1,200 school districts, and coordinating the review process for internal and external governance committees. Ms. Lewellyn has over twenty years of experience managing information systems services, including database administration and data warehouse development. She played a lead role in the design and development of the TPEIR data warehouse when it was first developed in 2001. As the Business Project Manager, Ms. Lewellyn will oversee the redesign of the Statewide Data Standards, and the training of Education Service Center staff and district software vendors on the changes to the Data Standards and the data collection system. She is expected to devote an average of 10 percent of her time to the project.

Sharon Gaston is the Director of the Project Management Office (PMO). This division is responsible for the development and maintenance of over 55 applications that allow the agency to fund, support, and monitor the Texas Education System. Ms. Gaston has over 20 years experience in the software development industry. She is currently the Technical Director for the Classroom Link project, the SLDS 2009 grant, and she was a key contributor to the grant proposal. Ms. Gaston spends an average of 10-15 percent of her time on the project overseeing the implementation and deployment of the SLDS 2009 grant deliverables and will spend 10-15 percent of her time overseeing SLDS ARRA 2009 technical grant deliverables as well.

Pat Sullivan, TEA Deputy Associate Commissioner for Data Development, Analysis, and Research is a member of the TEA Data Advisory Group. Dr. Sullivan manages the divisions of Accountability Research and Information Analysis, which includes the TPEIR data warehouse planning and reporting. She chairs the Data and Information Review Committee, and represents the agency at the NCES National Forum for Educational Statistics. Dr. Sullivan has over ten years of experience providing assessment and accountability data reports to Boards, administration, and the public. She will spend an average of ten percent of her time reviewing the planned projects, deliverables, and expenditures related to the TPEIR data warehouse.

Roger Waak is Manager of Requirements & Analysis at the Texas Education Agency (TEA). He manages the team of Business Analysts and Technical Writers who support the Information Technology Services division. He ensures that requirements specifications are effectively delivered to customers and the software development team. Roger has 28 years of experience in information technology, spending the last 7 1/2 years prior to coming to the TEA managing service delivery for Internet-based application systems providers and management systems providers. Mr. Waak will provide project oversight and expect to spend 10 percent of his time on the project.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Project Narrative Appendix A** Pages: **6** Uploaded File: **H:\SLDS\Texas ARRA SLDS AppendixA.pdf**

