

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 # R384A100028**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

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

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

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: West Virginia Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
556000768	824700371

d. Address:

* Street1:	1900 Kanawha Blvd
Street2:	Bldg 6 Room 346
* City:	Charleston
County:	WV
State:	WV
Province:	
* Country:	USA
* Zip / Postal Code:	25405

e. Organizational Unit:

Department Name:	Division Name:
West Virginia Department of Education	Office of Information Systems

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

Prefix:	* First Name:	Nancy
Middle Name:	C	

* Last Name: Walker

Suffix:

Title: Director Information Systems

Organizational Affiliation:

* Telephone Number: (304)558-8869 Fax Number: (304)558-2584

* Email: NWALKER@ACCESS.K12.WV.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:

Statewide Longitudinal Data System Recovery Act Grants

13. Competition Identification Number:

OMB 1894-0006

Title:

Statewide Longitudinal Data System Recovery Act Grants

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

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

West Virginia State Longitudinal Data System Project

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: 2

* b. Program/Project: 1,2,3

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 14797911
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 14797911

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

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

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

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

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

Yes No

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

**** I AGREE**

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

Authorized Representative:

Prefix:	* First Name:	Steve
Middle Name:	L	
* Last Name:	Paine	
Suffix:	Ph.D	
Title:	Superintendent of Schools	
* Telephone Number:	(304)558-2681	Fax Number: (304)558-2584
* Email:	SPAINE@ACCESS.K12.WV.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:
 West Virginia Department of Educ...

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	\$ 235,000	\$ 600,000	\$ 600,000	\$ 0	\$ 0	\$ 1,435,000
2. Fringe Benefits	\$ 77,550	\$ 198,000	\$ 198,000	\$ 0	\$ 0	\$ 473,550
3. Travel	\$ 191,500	\$ 227,600	\$ 227,600	\$ 0	\$ 0	\$ 646,700
4. Equipment	\$ 22,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 22,500
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 0	\$ 0	\$ 30,000
6. Contractual	\$ 4,050,000	\$ 4,290,000	\$ 2,575,000	\$ 0	\$ 0	\$ 10,915,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 4,586,550	\$ 5,325,600	\$ 3,610,600	\$ 0	\$ 0	\$ 13,522,750
10. Indirect Costs*	\$ 334,818	\$ 388,769	\$ 263,574	\$ 0	\$ 0	\$ 987,161
11. Training Stipends	\$ 96,000	\$ 96,000	\$ 96,000	\$ 0	\$ 0	\$ 288,000
12. Total Costs (lines 9-11)	\$ 5,017,368	\$ 5,810,369	\$ 3,970,174	\$ 0	\$ 0	\$ 14,797,911

***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: 7/1/2007 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 7.3%

(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 7.3%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
West Virginia Department of Educ...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Steve L Paine

Title: State Superintendent of Schools

Date Submitted: 12/03/2009

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

West Virginia Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr First Name: Steve Middle Name: L

Last Name: Paine Suffix:

Title: State Superintendent of Schools

Signature:

Date:

12/03/2009

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Nancy C Walker

Address:

* Street1: 1900 Kanawha Blvd
 Street2: Bldg 6 Room 346
 * City: Charleston
 County: WV
 * State: WV * Zip / Postal Code: 25405 * Country: USA

* Phone Number (give area Fax Number (give area
 code) code)
 (304)558-8869 (304)558-2584

Email Address:

NWALKER@ACCESS.K12.WV.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 Abstract** Pages: **1** Uploaded File: **slds Project Abstract.pdf**

Abstract

West Virginia State Longitudinal Data System Project

The West Virginia Education Information System is an online, interactive, transactional management information system for all P-12 schools and districts. With the State Longitudinal Data System (SLDS) project, West Virginia is poised to provide robust longitudinal data for student achievement and school improvement—from pre-Kindergarten through entry into the workforce. The state will meet all the required elements of a longitudinal data system by completing the connection between the P-12 and the postsecondary longitudinal data systems to track progress and foster continuous improvement. Project outcomes also include enhancements to existing data system capabilities to improve data quality, support continuous school improvement, promote teacher and administrator quality, and evaluation and professional development of educators.

Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research. The West Virginia Department of Education and the Higher Education Policy Commission have established an agreement to build a P-20 data system connecting the West Virginia Education Information System (WVEIS) and HEPC through de-identifying and combining data across both systems into a P-20 data warehouse, which will reach full implementation through this project. Workforce and other agencies will join the system during the grant period.

Goal 2 - Improve data accuracy and integrity. WVEIS will revise the data collection and validation system, including data definitions across P-20, business rules and data audits for local users and state data managers to promote school and district data stewardship and provide high quality data for continuous improvement and federal reporting.

Goal 3 – Provide easily generated data for continuous school improvement and student achievement. Engaging educators in using both real-time and longitudinal data for continuous school improvement and student achievement is the primary goal of the state longitudinal data system. The project will develop, with extended involvement of educators, an integrated individual student assessment record, instant displays of student and classroom data, such as benchmark assessments, discipline and attendance, and analysis of factors related to student success accessible to their principal, teachers and parents.

Goal 4 – Connect teacher preparation, certification, evaluation and professional development information for continuous improvement. The project will establish electronic transfer of teacher preparation and certification information from the WVDE to the district. A system for recording both professional development participation and teacher evaluation information will be created to enhance teacher quality initiatives. Completing the teacher–student data connection through the WVEIS scheduling module and P-20 connection to courses completed will bring student achievement, teacher preparation and course completion data together for answering important policy and program effectiveness questions vital to improving student outcomes.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **SLDS Project Narrative** Pages: **27** Uploaded File: **SLDS Needs Goals Activities Dec 3.pdf**

Project Narrative West Virginia State Longitudinal Data System Project

(a) Need for the Project

The importance of a fully implemented state longitudinal data system to West Virginia's educational and workforce goals cannot be understated: West Virginia is a state in crisis. It trails the nation in nearly every major economic and educational ranking. Building the bridge to positive future state growth will only be accomplished through developing a more highly educated workforce. The following statistics illustrate the extent of this educational and economic crisis. According to the United State Census Bureau, in 2005, West Virginia ranked:

- 50th in the nation for adults who completed bachelor's degrees
- 50th in the nation for median household income
- 48th in the nation for per capita income
- 43rd in the nation for adults (age 25+) who completed high school
- 5th in the nation for persons living below poverty level
- 1st in the nation in unemployment

Additional indicators reinforce the need for school improvement to increase student educational achievement in the state:

- Only 39 of every high school graduate entered college the following fall, and only 16 graduated from college within six years (NCHEMS, 2006).
- Less than 16.5% of West Virginians aged 25 and older possess a college degree.
- 18% of the WV high school graduates that were enrolled in a WV public IHE had to complete a developmental math course during their freshman year in 2005 (HEPC existing data).

Concurring with President Obama's American Graduation Initiative, WVDE, the Higher Education Policy Commission and the West Virginia Community and Technical College System aspire to increase the state's proportion of college graduates through policies informed by P-20 data.

In Education Week's *Quality Counts 2009* annual report card tracking state education policies, West Virginia earned a grade of "C-" overall with a total score of 71.1 points out of a possible 100 compared with the U.S. average of 78.9 points. The following key points underline the urgent need to move forward with state plans for school improvement and reform:

- 27.8 percent of 4th grade public school students were "proficient" on NAEP (**31.7% U.S. avg.**);
- 18.5 percent of 8th grade public school students were "proficient" on NAEP (**31.0% U.S. avg.**); and
- 72.8 percent of public high school students graduated with a diploma.

The West Virginia Department of Education (WVDE) through its Global21 initiative seeks to address student achievement and produce a globally competitive workforce through rigorous content, learning skills and technology tools. In response to unimpressive National Assessment

of Educational Progress (NAEP) scores the West Virginia State Board of Education (WVBE) and State Superintendent of Schools Steven L. Paine directed WVDE to conduct a massive revision of standards. West Virginia is at the forefront of the national standards movement and has begun a student success initiative to keep students in school. School improvement is founded on a fully-developed balanced assessment system, including formative, benchmark and state achievement data, and continuous monitoring and adjusting of instruction to ensure student progress toward Content Standards and Objectives.

The West Virginia Department of Education has a plan to increase P-12 student achievement beginning with the classroom and school and leading to higher educational attainment. To support the success of this plan, professional learning communities of teachers and administrators will need classroom and student-level data to drive instruction and research-based interventions. The West Virginia Education Information System, an online, interactive, transactional management information system for all P-12 schools and districts is the backbone of the statewide longitudinal data system. With the State Longitudinal Data System (SLDS) grant, West Virginia is poised to provide robust longitudinal data for student achievement and school improvement—from pre-Kindergarten through entry into the workforce. Not only will West Virginia meet all the required elements of a longitudinal data system within three years, but also it will achieve important strategic goals with respect to educational attainment and workforce development.

Needs and project outcomes are twofold: 1) West Virginia needs to make the connection between the P-12 and the postsecondary longitudinal data systems to track progress and foster continuous improvement, and 2) the state needs to enhance existing data system capabilities to support student achievement, school improvement and professional development of educators. With the SLDS grant, the needed longitudinal data system capabilities will be completed and existing functions will be enhanced to more easily accommodate educators' and researchers' data needs. The state will be able to examine student preparation for postsecondary education and the workforce and exchange data among agencies. Data quality will be enhanced, and the system will easily generate data for continuous improvement and decision-making with relevant data reports, displays of current and trend data by student, class and school and analytical tools.

Information in the longitudinal data system will follow students from early childhood education through their post-secondary education and into the workforce, which for some will be back to school as an educator. An enhanced teacher preparation, professional development and evaluation data system will facilitate teacher quality initiatives. Using postsecondary outcomes linked to P-12 education to evaluate effective programs from P-12 through postsecondary education and to identify conditions for success will inform decision makers working to improve schools and student achievement at all levels. The SLDS will meet the strong need to provide robust information, rigorous research and real-time student data to inform educational policy making and instructional decision making across P-20 to identify programs that work to keep students in school, successfully complete postsecondary education and obtain employment.

Description of the West Virginia System

The West Virginia Education Information System (WVEIS) P-12 system was deployed in 1991 by an act of the legislature under WV Code §18-2-26f, which requires all public schools and

districts to maintain all records of operations on the system, including student, employee and financial information. Ongoing operation of WVEIS is supported by an annual legislative appropriation. All schools and districts use West Virginia's online transactional management information system for daily operations from enrolling students and marking attendance to writing the teacher paycheck. A unique statewide student identifier implemented in 2004 facilitates movement of records and tracking of students across districts as well as creating longitudinal student data. Records include all P-12 public school students in schools operated by districts, state operated institutions, correctional facilities and collaborative pre-school programs. Student records encompass all student information, including student demographics, enrollment, assessment, special education, English language learners, discipline, attendance, transfer and exit (dropout and graduation), a student level college readiness score, student level transcript with course information and grades.

The system as it exists today has all of the America COMPETES required longitudinal data system elements, except two involving the connection to postsecondary education. Additionally, some existing elements need expansion and enhancement to meet current expectations and demands. The system is online and interactive, providing a real-time look at all records with prebuilt tools for report writing and analysis, primarily used by administrators and secretarial staff. During the past two years, access has broadened to include teachers who are connected through the scheduling module to their students. As schools have begun to bring teachers online, they have gained access to assessment scores, attendance, discipline, and grades. For students with exceptionalities, an Individualized Education Program (IEP) module was initiated in September 2009. The system is used for school and district administration of student, employee and financial functions and provides data for Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) accountability and all federal and state reporting including EDFacts, Civil Rights and American Recovery and Reinvestment Act (ARRA). Audit and validation systems are included, but need revision to meet all reporting requirements.

The higher education data system has collected data for many years through a variety of software packages used by colleges and universities. Data from 1998 forward are maintained. The Higher Education Policy Commission (HEPC) and the Community and Technical College System collect all public higher education institutional records needed for reporting and analyzing program improvement and needs. HEPC maintains individual student records and uses the Social Security number as the student identifier. Data elements include enrollment, student demographics, courses and credits earned grade point average, graduation and personnel data. In addition, higher education data contain information about personnel, including teaching staff.

The WVDE provides universal pre-K services beginning at age four and services for preschool children with disabilities ages 3 through 5 under the Individuals with Disabilities Education Act (IDEA). The Department of Health and Human Resources is the lead agency for IDEA, Part C early childhood services for children. WV Birth to Three (WVBTT) maintains records on children receiving services through their programs. Eligibility for services includes children with established conditions, identified with developmental delay and at-risk children. The WVBTT data base includes data for children who were referred but determined not eligible for Part C services.

The Department of Labor's Workforce Division collects wage records from employers monthly. Wage records are maintained by individual employee based on the employee's Social Security number. Data on employment provides information about places of work and wages earned for employers participating in the West Virginia Unemployment Compensation system.

Status and Needs - West Virginia's Implementation of SLDS Key Capabilities and Elements

WVEIS has many of the required capabilities and key elements of a SLDS, however, updating and expansion is required at all levels to bring data from the various agencies together in line with demands of 21st century P-20 data system and to make it accessible and functional for use by all decision makers including administrators, teachers and parents for increasing student achievement and for school improvement. SLDS funds will focus and accelerate completion of data system outcomes and position the state to sustain the fully developed data system.

In the following sections, key SLDS capabilities and American COMPETES elements have been grouped as they relate to the major needs and goals of this grant, and the status and needs of the state's data system are outlined relative to each. All capabilities and elements are included, although not in numerical order. A complete chart displaying in numerical order the status of each of seven key capabilities and twelve America COMPETES essential elements and resources being used for design and development is found in Appendix C.

Need for a P-20 Data System

For the last two years WV has struggled to make a connection between high school students and higher education records that would serve the needs of both agencies and ultimately address program needs at both levels. West Virginia does not have a P-20 data warehouse to combine P-12, higher education and workforce longitudinal student data. Because the P-12 to post secondary linkage has not been created, data to inform overall education policy and practice are not readily available to policy makers, researchers and educators. The table below displays the need to develop P-20 key capabilities and essential elements.

P-20 Data System Status and Needs		
Capability 1 - Enable the state to examine student progress and outcomes over time, including preparation to meet demands of postsecondary education, workforce and Armed Forces		
Capability 2 - Facilitate and enable exchange of data among agencies and institutions within the state and between states; interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various types of data		
Element	Status	Need
Element 1 - Unique statewide student identifier that does not permit a student to be individually identified by users	<i>Completed for P-12.</i> WV Education Information System (WVEIS), the P-12 has longitudinal data student data. Statewide unique student identifier implemented in 2004 connects individual student state assessment data to school, district, demographics,	Connection between P-12 and higher education system through data warehouse using a unique identifier must be established to enable tracking of student progress after exiting P-12 system.
Element 3 - Student-		Connection of children served

<p>level information exit, transfer in, transfer out, drop out, or complete P-16.</p> <p>Element 4 - Capacity to communicate with higher education systems.</p>	<p>transfer, dropout, graduation, attendance. Data are provided to schools/districts in P-12 system. Higher education uses Social Security number as the student number.</p> <p>Higher Education Policy Commission (HEPC) maintains data for all institutions of higher education (IHEs) including state colleges and universities, private institutions and community colleges. HEPC data elements include enrollment student demographics, courses and credits earned grade point average, graduation and personnel data. Records for identified and at-risk Birth to Three students are maintained by Department of Health and Human Resources.</p>	<p>by IDEA, Part C WV Birth to Three to WVEIS for tracking and federal reporting of transition to public school and evaluation of student outcomes is needed. SLDS grant will establish this connection.</p> <p>P-20 longitudinal data are needed to promote the Governor's strategic goals of economic development, efficient use of resources to ensure student access and success and research/evaluation to improve educational quality and benefit and for WVDE and district school improvement initiatives.</p> <p>Initial development of the P-20 longitudinal data system is supported by Governor's SFSF funds. SLDS grant will fund completion and full deployment of the system.</p>
<p>Element 9 - Student-level transcript information, including information on courses completed and grades earned</p>	<p><i>Completed</i> WVEIS creates student transcripts meeting Postsecondary Electronic Standards Council (PESC) standards and provides transcripts to IHEs through the National Transcript Center.</p>	
<p>Element 10 - Student-level college readiness test scores</p>	<p><i>Completed for P-12.</i> Connection to postsecondary system not established.</p>	<p>Validity of newly developed WV college readiness scores and traditional college readiness scores (ACT) for predicting student postsecondary success needs to be examined but this is precluded by lack of P-20 data warehouse.</p>
<p>Element 11 - Data regarding extent to which students transition successfully from secondary</p>	<p><i>Not completed.</i> HEPC maintains course data, including whether a course is remedial, and term-by-term performance and enrollment characteristics.</p>	<p>P-12 system needs to examine precursors to need for remedial courses, but current system does not allow student transition and enrollment to be</p>

school to postsecondary education, including whether students enroll in remedial coursework.	Connection between P-12 and postsecondary has not been established.	examined after students exit P-12 system.
Element 12 - Data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education	WVEIS maintains P-12 data including courses taken, school, teacher, and other exit, transfer and attendance data. HEPC maintains postsecondary course completion, graduation and enrollment and course-level information.	Factors of P-12 preparation and contributing subsequent success in postsecondary education need to be researched. School accountability needs to include preparation and success of students. Current lack of P-20 longitudinal data prevents research, evaluation and accountability.

During the legislative session in the spring of 2009, an enabling law was passed to give permission, within FERPA, to create a P-20 longitudinal shared information system. Armed with that law, the two agencies began exploration as to how best to match and then de-identify records to be shared. A third party, WV Network (WVNET) was selected for this matching process and warehouse creation function. Originally no funding was available to start the process of creating a functioning P-20 system. Because Governor Joe Manchin, III is committed to the creation of the P-20 data system, he set aside State Fiscal Stabilization Funds (SFSF) for the initial creation of the P-20 system beginning in the fall of 2009 and will support development through summer 2011. This commitment also has brought Workforce Development to the table for integration into the system.

A Memorandum of Understanding (MOU) for the Initial Data Sharing Compact has been signed by the WV State Board of Education, the Higher Education Policy Commission, the Community and Technical College System and WVNET. Workforce Development is engaged as a collaborator. Support from the SLDS grant is needed to complete and fully deploy the P-20 system with SLDS funding beginning fall 2011 through 2013. Data from Military Affairs, DHHR and Department of Corrections are planned for inclusion in the P-20 system in Year 3 of this grant application.

Inclusion of WV Birth to Three data in the P-20 system is needed to efficiently transition eligible students into public schools at age three and to evaluate outcomes of early childhood services. IDEA requires child find, that is, identification of children who may need preschool special education services and seamless transition of children served in the Part C program when they turn three years old. Transition requires referral and evaluation for the preschool age three program and development and implementation of an IEP by the third birthday for eligible children. Parent notification, evaluation and IEP implementation must be monitored and

reported for IDEA compliance. Currently, referral and transition information is collected on paper, and tracking of students requires hours of staff time to compile and verify. Providing a student identifier to link Birth to Three students into the P-12 system, and ultimately the P-20 system, is needed to meet compliance and reporting requirements and to complete the birth through workforce data system for policy makers.

Teacher-Student Data and Teacher Preparation

The scheduling model within WVEIS requires all schools to maintain student schedules with uniform course codes attached to the school master schedule and teacher ID. Through this connection, teachers are now being given access to their students' information, including parental contact, emergency information, attendance, discipline, grades, transcript, state assessment data and IEPs. Additional capabilities and elements related to teacher data are displayed in the table below.

Teacher Data Connections Status and Needs		
Capability 3 - Link student data with teachers including matching with teachers responsible for providing instruction in various subjects		
Element	Status	Need
Element 8 - A teacher identifier system with ability to match teachers to students	<p><i>Completed for P-12.</i></p> <p>Unique employee ID implemented in 2004 facilitates linkage of students to teachers through course schedule data without compromising SSN security.</p> <p>Scheduling module within WVEIS requires all schools to enter student schedules attached to the teacher.</p> <p>Match between teacher, subject and students provides data for determining whether teachers are highly qualified under ESEA and IDEA for their assigned subjects and students.</p> <p>Scheduling data provide the basis for granting individual teacher access to individual student records online including statewide assessments, IEPs and Acuity (benchmarking/formative assessment system).</p>	<p>Because P-20 connection has not been established, it currently is not possible to link student postsecondary and workforce outcomes to particular P-12 schools, subjects taken, previous state assessment results or teachers. Enhancement needed to facilitate use of teacher-student data.</p> <p>Enhanced teacher access to student information, including student performance profiles and early warning alerts of student risk factors are needed to facilitate timely intervention. Continuous improvement data connected to the teacher will facilitate professional development and evaluation of targeted initiatives.</p>

Capability 4 - Enable matching of teachers with information about their certification and teacher preparation programs, including IHE		
Element	Status	Need
	<p><i>Completed at SEA.</i></p> <p>WVDE has an online teacher licensing system, which evaluates applications and credentials for granting licensure. Data include teacher preparation institution, transcript, areas of certification/endorsement, and assignment level and are available through a Web site.</p>	<p>Data link between WVDE licensure information and WVEIS is needed for LEA direct access and connection to other records.</p> <p>Beyond pre-service teacher preparation information, individual educator (teachers, principals, superintendents) evaluation and professional development information is needed in the employee management component. Supervisors and employees need to capture professional development activities and accomplishments including postsecondary courses, professional development activities contributing to additional endorsement or salary classifications and employee evaluations.</p>

Teacher and administrator certification and professional preparation information is available within WVDE. A licensing system developed by WVDE evaluates application and credentials for granting teacher and other certification. Resulting certification and endorsement data are linked by WVDE to teacher schedule information from WVEIS to determine the classes for which teachers are highly qualified for accountability purposes. However, certification and professional preparation information is not electronically transferred or linked to WVEIS at the district level, causing redundant entry into a system that has electronic links already established. Linkage between WVDE and the WVEIS employee system is needed for electronic transfer of teacher and administrator information.

State policy establishes a required teacher evaluation system; however, a uniform system to record and maintain employee evaluation information and professional development activities has not been developed. A redesign of the WVEIS personnel module will facilitate tracking of teacher evaluation and professional development, aligned with curricular standards. This data will support teacher quality development and provide data for research and program evaluation. The intersection of teacher and administrator preparation, professional development and student

growth is a rich source of data to inform P-12 school improvement, higher education preparation program improvement, and ultimately, to improve student outcomes.

Needed Data System for Continuous Improvement

Continuous Improvement and Student-Level Data Status and Needs		
Capability 5 - Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers and school leaders on achievement of their students.		
Element	Status	Need
<p>Element 2 - Student-level enrollment, demographic and program participation information</p> <p>Element 3 - Student-level information exit, transfer in, transfer out, drop out, or complete P-16</p> <p>Element 6 - Yearly test records of individual students for assessments under section 1111(b) of ESEA</p> <p>Element 7 - Information on students not tested, by grade and subject</p>	<p>Completed within P-12 system and separately within the higher education system. WVEIS student information records include special education and English language learner information, student-level enrollment, demographic and program participation information, health information, Individualized Education Program for participating LEAs.</p> <p>WVEIS contains all records of a student's enrollment and a code for the reason for enrollment, transfer or dropout.</p> <p>All statewide assessment scores used for accountability are maintained in WVEIS longitudinally and accountability data are reported publicly.</p> <p>Records of student not tested are maintained and coded reasons are given for each missing test result.</p> <p>Data elements needed for decision-making are available within WVEIS, including assessment data carrying student identifier, program/course participation, teacher/student course schedules with unique educator ID; teacher qualifications and other relevant data elements such as demographics, transfer, discipline and attendance.</p>	<p>Data are not easily generated or analyzed to meet school improvement needs nor is individual student information accessible electronically to parents.</p> <p>Classroom, school and individual student views and reports providing teachers and administrators ready information for evaluating and predicting student and school progress are needed.</p> <p>Individual student data related to indicators of student achievement and predictors of future success needs to be displayed in a meaningful way for teachers.</p> <p>Factors related to dropping out of school need to be researched. An early warning system to alert educators to students at risk for dropout is needed to direct interventions to students who need them.</p> <p>Educators need an integrated assessment record including statewide assessments, college readiness, and benchmark / formative assessment information for individual students and readily accessible for teacher and</p>

	Teachers access state assessment data for their assigned students through the WVEIS individual student record system and the IEP where applicable.	administrator use. Parents and students need access to individual student achievement and progress data.
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The current longitudinal data system has student enrollment, demographic and program participation information, yearly state achievement test records and information on students not tested by grade and subject for the past six years. Although WVEIS provides multitudes of data for accountability and school improvement, one of the shortcomings of the statewide integrated system is there is a plethora of data and too few analytical tools with which to transform it into useful information. Clear, concise information for students, teachers and parents is vital to the state's student achievement and school improvement initiatives. Features for teacher use and new features to allow administrators to analyze the longitudinal data are needed.

Although accountability reporting generates an annual snapshot of student achievement at the school, district and state levels, it is of limited value for ongoing monitoring and adjusting instruction or for identifying individual students in need of assistance. Over the past two years, as new Web-based student information screens have come online, teachers have gained access to individual records for the students who are scheduled for their classes.

Limited time to use the data and inefficient systems have resulted in users drowning in data and needing a way to organize and understand what they are seeing. While the system provides state assessment data, it lacks the capability for teachers and administrators to enter local benchmark and formative data, which would provide a broader view of the student's continuous improvement. The state has purchased Acuity, a CTB/McGraw Hill product providing an item bank for benchmark tests and other teacher/school generated assessments based on state Content Standards and Objectives. Acuity and other local assessments need to be integrated into the individual student's record for teacher access and use. Teacher access to individual records is a first step, but classroom displays of achievement and other factors critical to student success are needed to provide ready access for continuous improvement.

Not only teachers, but the principal and superintendent need aggregated access to data to pinpoint highly effective schools and programs and to track student achievement of state standards and needs for school improvement. Readily available reports and displays plus analytical tools for creating custom reports will provide feedback to administrators evaluating the effectiveness of instructional interventions and targeting school improvement initiatives. Factors related to achievement, dropping out of school, college readiness and workforce success, as determined by state researchers, will be tracked through an early warning system to identify students who may need additional resources. These factors as well as the more general tracking of the acquisition of the content standards and objectives could provide educators actionable information to improve student achievement.

Need to Improve Data Quality for State and Federal Initiatives

Data Quality Systems Status and Needs		
Capability 6 - Ensure quality and integrity of data		
Element	Status	Need
Element 5 - State data audit system assessing data quality, validity and reliability	<p><i>Completed/needing revision</i></p> <p>WVEIS has established statewide standards and required codes for the following: student enrollment; demographics including race, disability, English language learners, economic disadvantage; exit, transfer including dropout, graduation and special education required exit data; course codes; disciplinary incidents and actions and provides standards and support information through the WVEIS web portal.</p> <p>Audits have been developed for data related to specific files/reports submitted by LEAs to the state for state and federal reporting purposes.</p> <p>WVEIS and WVDE program staff review submitted data for quality and work directly with LEA staff to correct errors prior to generating required reports.</p> <p>WVEIS staff at WVDE and located within each of the eight Regional Education Service Agencies (RESA) provide training and technical support to users, who historically have included administrators and their assistants.</p>	<p>Reporting procedures and programs and audits developed over the years need revision and documentation to meet new reporting requirements, such as ED Facts and accountability requirements and to ensure consistency across the new P-20 SLDS.</p> <p>Efficient local audit procedures generating easily understood messages and instructions for correction are needed to ensure data are corrected at the source and increase efficiency and accuracy of reporting to the state.</p> <p>Data stewardship and a culture of data quality needs to expand beyond WVEIS staff and the current limited pool of users to include all agencies, offices, school personnel and central office personnel supplying and using data related to their responsibilities.</p> <p>Expansion of users and capabilities creates a need for professional development including developing data stewardship and familiarizing users with enhancements.</p>

USED Reporting Requirements Status and Needs		
Capability 7 - Provide the state the ability to meet USED reporting requirements, especially reporting on progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements in EDFacts data collection and reporting system		
Element	Status	Need
	<p><i>Completed/needs revision</i></p> <p>WVEIS has all required elements of a longitudinal data system with the exception of the P-20 connection. As both a longitudinal and a transactional system, WVEIS has been able to meet EDFacts requirements to date and anticipates having access to data needed for SFSF reporting.</p>	<p>Expanded and revised reporting needs, higher data quality expectations and expanded uses users require more efficient and effective data audit and collection systems to ensure the state's capacity to fully implement EDFacts reporting and provide data for SFSF metrics.</p> <p>Need a redesigned data collection and audit system to establish audits at local level prior to submission and at state level to ensure data quality.</p> <p>Data display/analysis tools are needed within WVEIS and P-20 data warehouse will support federal reporting and enhance data use a school, district and state level.</p>

The capability to ensure quality and integrity of data for all purposes requires establishing a culture of data quality at all levels as the system is expanded from a limited user group to a broader constituency. Data quality has been addressed through standard codes, standards available on the WVEIS support Web site and through WVEIS regional coordinators providing technical assistance to users in the field. Audits and business rules have developed as the need arose, but tend to be fragmented rather than comprehensive. A minimum of rules and documentation served the system well when primary users were principals and secretaries, but expanded access requires a culture of data quality at all levels. Structures once sufficient to manage the system are at risk of being outpaced by increased demands. State and regional staff have met the challenge of generating required accountability data and reports, but have not had the capacity to build new structures and or provide the stakeholder involvement and professional development desired for needed changes. As the system moves from a record keeping and data collection system to a decision-making system with expanded access, data stewardship and the data collection and validation system need to change. This grant will provide essential funding for additional capacity to put these structures in place.

A comprehensive data collection and verification system, incorporating revised P-20 data definitions and business rules, is needed to provide quality data, which will be the foundation of the state's continuous improvement efforts. Quality data begins at the school and district level; however, audits currently available at the local level are limited and provide little direction to users regarding how to correct errors. Consequently, state data managers devote many hours to reviewing data submissions and personally contacting districts to correct student-level data. A comprehensive data collection and audit system will assist district staff in finding and correcting errors at the source, prior to submitting data to the state. Additionally, data validity and reliability will be assessed at the state level through year-to-year change comparisons and other audits. Without the resources of this grant, these needs will not be addressed.

As both a longitudinal and a transactional system, WVEIS has been able to meet EDFacts requirements to date and anticipates having access to data needed for SFSF reporting. However, expanded and revised reporting needs and higher data quality expectations than were in place when data collections were originally established require more efficient and effective data audit and collection systems to ensure the state continues to have the capacity to meet growing data demands for EDFacts and SFSF reporting. Updates reflecting new EDFacts federal reporting requirements and SFSF metrics will contribute quality data for federal policy makers as well as for state initiatives.

The SLDS goals of creating a comprehensive p-20 longitudinal data system to ensure accurate and easily accessed data for continuous improvement, to support reporting, analysis and informed decision –making at all levels of the educational system and resulting in highly effective educators and student achievement of rigorous content standards will be achieved in the next three years only with the infusion of resources provided by this grant. Our students need our best efforts now to attain high future educational outcomes and become productive members of a globally competitive workforce.

(b) Project Outcomes Related to System Requirements and Implementation

The outcomes of this project will address the needs for development, expansion and improvement by meeting four major goals: 1) establishing a P-20 longitudinal data system for birth through workforce to inform educational policy, practice and research; 2) improving data accuracy and integrity; 3) providing easily generated data for continuous school improvement and student achievement; and 4) connecting teacher preparation, certification, evaluation and professional development information for continuous improvement.

Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research.

SFSF Initiation of P-20 Data Warehouse. Through SFSF funds and the Initial Data Sharing Collaborative established in fall 2009 with technical assistance from the Data Quality Campaign, the Memorandum of Understanding (MOU) for a P-20 data warehouse was signed by the West Virginia State Board of Education, HEPC, West Virginia Community and Technical College System. A governing board will be established across agencies and a project director reporting to

WVDE and HEPC will be employed with SFSF funds and will be housed at West Virginia Network (WVNET), service provider for both agencies. WVEIS and HEPC will continue to implement their separate systems, and common data elements will be identified for inclusion in the P-20 data warehouse, which will be operated by WVNET. A working group of educators/researchers will inform development of the system, and a Management Team with representatives from all participating agencies and stakeholder groups will guide operations. Additional personnel will be provided to WVEIS and HEPC to assist in preparing files for the warehouse. A third party contractor will provide assistance in identifying and defining P-20 data elements, metadata and business rules for the data collection and analysis with input from all participating agencies and potential users, including educators, administrators and researchers. Software providing an algorithm for matching and de-identifying P-12 and postsecondary data to ensure confidentiality as required under the Family Educational Rights and Privacy Act (FERPA) will be acquired, and data files will be created. Initial design of the Web portal will be completed to provide data access to educators, researchers and the public.

SLDS Support for P-20 Data Warehouse. SFSF funds will be available a maximum of two years. Beginning no later than fall 2011, the second year of the SLDS project, SLDS funds will ensure completion and full deployment of all aspects of the P-20 data warehouse, including extending the features of the Web portal, providing predetermined reports and tools for custom reports and analysis, professional development and promotion of use to potential users at all level.

Outcomes:

- 1.1 Develop a Web portal for educational program evaluation and research based on individual student data gathered over time from entry into public school, through post-secondary and into the workplace. Posted on the site will be the data dictionary and business rules backing up the data to be accessed.
- 1.2 Purchase and implement a report writer product that will allow the end-user to create custom reports or download files for research purposes. (software acquisition)
- 1.3 Create a set of data displays that will answer frequently asked questions of educators, researchers and the public (created with purchased software and in-house creation.)
- 1.4 In years 2 and 3 of the project, Workforce, Military, Health and Human Services and Corrections will contribute data to the system.
- 1.5 Develop and disseminate professional development modules for users to promote effective data use for policy making and program improvement.
- 1.6 DHHR will upgrade record system to incorporate individual record for students referred to WV Birth to Three (IDEA Part C) that will carry the student unique student identifier generated by WVEIS and other demographics and program participation data.
- 1.7 Establish procedures for exchange of student data between Birth to Three programs to WV P-12 system as appropriate within FERPA requirements.
- 1.8 Design data collection and reporting process and business rules required for transition from IDEA Part C to Part B.
- 1.9 Design file specifications and reports and schedules for returning data for program evaluation and improvement and tracking of student outcomes to DHHR periodically after children transition to public schools.
- 1.10 Incorporate WVBTT data into P-20 data warehouse to track student outcomes through postsecondary

When the P-20 longitudinal data warehouse successfully links student data from birth through workforce, West Virginia will at last have all longitudinal data system key capabilities and required elements in place. Providing rich data and a robust system for access and analysis sets the stage for tackling long standing educational and workforce issues, such as the low rate of college attendance and completion and historically high rates of unemployment. Key factors promoting student postsecondary success and perpetuating failure specific to West Virginia communities and schools can be researched and addressed by policy and decision makers. As stakeholders in the P-20 warehouse, researchers and agencies will have ongoing input into data and reports they need to examine both student and community characteristics associated with success.

Connecting P-12 data to postsecondary outcomes data provides the vital missing link to truly evaluating the state's student achievement and school improvement initiatives. Through reporting remedial course taking and completion of higher education courses/programs to the high school from which the student graduated, P-12 school effectiveness in preparing students for college and workforce can be evaluated. Both P-12 and higher education can examine alignment of standards and courses and future impact on workforce outcomes. WVDE in 2008-2009 implemented rigorous content standards and a new statewide assessment including a college readiness measure to better prepare students for postsecondary outcomes. The higher education link will facilitate evaluation of these standards and assessments in relation to student success.

With teacher data from preparation programs and teacher evaluation of student performance the system will have come full circle in the P-20 linkage. WVDE sets the requirements for teacher preparation programs and evaluates the credentials of prospective new teachers when they exit higher education. While information connecting the teacher to the preparation program and course taken exists, P-20 student data will make it possible to evaluate teacher and student outcomes for teachers exiting the state's higher education programs and ultimately becoming teachers in West Virginia's schools. Evaluation of WVDE teacher preparation program requirements and IHE preparation programs related to teacher, student and school success will inform changes in both pre-service and in-service teacher and administrator development. Linkage to workforce records, Armed Forces and other state agencies to track outcomes for the many students who do not attend higher education also will inform improvement of public schools and career technical education.

WVBTT Connection to P-12 System

Providing a unique identifier to children receiving WV Birth to Three services under the IDEA, Part C that will follow them into the P-20 system will facilitate appropriate exchange of student information, within FERPA requirements, to ensure seamless transition from Part C to preschool when the child turns age three and to track compliance with this IDEA performance indicator for federal reporting.

Establishing a data exchange from WV Birth to Three programs, and other early childhood services and programs as needed, not only will solve federal reporting and compliance concerns, but will complete the birth through workforce data cycle. Outcomes for children entering public school programs can be tracked and evaluated as the students move through each stage of school

in order to inform policy decisions and program improvement. Outcomes such as whether the students eventually are identified with disabilities, achieve grade level content standards and ultimately transition successfully to postsecondary education and employment can be evaluated when students have one identification number as they come into the WVEIS system, which can be followed into the P-20 data warehouse.

Goal 2 - Improve data accuracy and integrity.

WVEIS is the student, personnel and financial data system for all schools and districts and is operated by state staff through the state and regional offices. Revision of the data collection and verification system, including data definitions, business rules and data audits for local users will promote school and district data stewardship and reduce dependence on state staff. By developing a culture of data quality, users from the point of data entry through ED Facts reporting will take responsibility for doing their part to ensure data are accurate and follow the prescribed standards, definitions and business rules developed with their input. Data definitions for birth through postsecondary, uniform business rules and procedures developed through this project, currently not well documented or widely available, will promote data accuracy and understanding of the meaning of data.

Outcomes

- 2.1 Establish data governance and stewardship structures and roles to foster a culture of data quality
- 2.2 Acquire software and support for the development of a data validation system to provide data for ED Facts and other state/federal reports.
- 2.3 Establish a data dictionary and business rules.
- 2.4 Align data definitions and standards across agencies to ensure consistency across P-20 system.
- 2.5 Redesign data collections implementing business rules for collecting and compiling data for ED Facts and other required reports.
- 2.6 Develop and disseminate online professional development resources.

More efficient data processing procedures and a comprehensive data audit system replacing the current system, which is fragmented and difficult for users to understand, will allow administrators to spend less time correcting data and more time analyzing results of school improvement initiatives and targeting interventions. Policy makers at the national level will receive reliable and valid data for decision making and evaluation of ESEA, IDEA and SFSF initiatives through ED Facts and other federal reports.

Professional development for all users--from data entry to policy makers--will give everyone a common understanding of the data as well as ownership of the data for which they are responsible. Local administrators using audits will learn the requirements and be better able to advise data entry personnel regarding appropriate use of codes. As users understand data definitions and common calculations, such as graduation rates, dropout rates and proficiency percentages, they will gain capacity to create their own reports to answer school and district school improvement questions efficiently, rather waiting for regional or state staff to create reports.

Goal 3 – Provide easily generated data for continuous school improvement and student achievement.

Engaging educators in using both real-time and longitudinal data for continuous school improvement and student achievement is the primary goal of the state longitudinal data system. Availability of grades, attendance, assessment results, and disciplinary actions provides rich data for teachers and principals to use in planning strategies to improve achievement, reduce dropout rates and increase graduation rates. Features developed through the SLDS will provide teachers and administrators instant views of student and classroom data and analysis of factors related to student success.

Outcomes

- 3.1 Complete an individual integrated assessment record including statewide assessments, college readiness, and benchmark/formative assessment information for individual students.
- 3.2 Create classroom, school and individual student data displays and reports, based on input from stakeholders, providing teachers and administrators ready information for evaluating and predicting student and school progress.
- 3.3 Create or purchase analytical and reporting tools for educators to generate custom reports for decision making, school improvement and student achievement.
- 3.4 Create professional development on line modules for using the tools available at the site.
- 3.5 Design and implement parent access.

The integrated student assessment record will give teachers access to all state assessment information and accommodate entry of local assessment, including benchmark and formative assessment and information on instructional and behavioral interventions. Data related to factors predictive of school success or failure, for example, factors related to dropping out of school, will be analyzed and an early warning system will alert the teacher to at-risk students. Potential early warning factors include attendance, disciplinary actions, retentions and student achievement. Evaluation of the factors and their predictive value will be ongoing. This robust assessment record as well as classroom views of students and alerts to teachers when students meet predefined criteria will give the teacher a set of tools with which to improve teaching and learning.

While predetermined displays and reports efficiently meet many school improvement data needs, professional learning communities within the school and district administrators sometimes need to analyze data for a specific school improvement initiative. The capability to design custom reports will ensure an administrator can access and manipulate the specific data needed, rather than searching through numerous currently available Web site displays, which may not answer the question at hand. SLDS will provide training for users to learn to interpret analysis provided and to develop their own reports.

Goal 4 – Connect teacher preparation, certification, evaluation and professional development information for continuous improvement.

Outcomes

- 4.1 Establish electronic transfer of teacher certification/ preparation information to LEAs through WVEIS to eliminate manual data entry and improve data quality and availability.
- 4.2 Establish individual educator (teachers, principals, superintendents) professional development module linked from within WVEIS and available to supervisors and the employee to capture professional development activities and accomplishments and personnel evaluation data.
- 4.3 Develop a management system for collection and display of educator evaluation factors that will comprise indicators of an effective teacher/administrator.

While pre-service teacher preparation information currently is available at WVDE, this project will create an electronic transfer of that information to the district. As system for recording both professional development participation and teacher evaluation information will enhance teacher quality initiatives. Capturing and maintaining this information will provide a foundation for making improvements in teacher and administrator preparation programs, increasing teacher and administrator effectiveness and examining the equitable distribution of qualified teachers and administrators. Additionally, the teacher –student data connection through the WVEIS scheduling module and P-20 connection to courses completed will bring student achievement, teacher preparation and course completion data together for answering important policy and program effectiveness questions vital to improving student outcomes.

(c) Timeline for Project Outcomes

Activity	Timeline	Persons Responsible
<i>Goal 1: Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform educational policy, practice and research.</i>		
<i>P-20 System</i> <ol style="list-style-type: none"> 1. Initial Collaboration with the Governor’s office, Higher Education Policy Commission and Workforce to use the SFSF funds provided as seed money to create the P-20 warehouse of information. Presented a proposal for the use of the money and it was accepted. 2. Appoint a team for initial design and implementation of the P-20 system. SFSF support from Governor’s Office will be used to employ (shared by WVDE, HEPC and WVNET) 5 additional personnel to work on creation of the new P-20 data center with 	<p style="text-align: center;">Complete</p> <p style="text-align: center;">October through February 2010</p>	<p style="text-align: center;">Director WVDE and HEPC IS</p> <p style="text-align: center;">Nancy Walker and Rob Anderson</p>

<p>to the P-20 system to test the matching accuracy and provide an initial set of data for the warehouse.</p> <ol style="list-style-type: none"> 7. Data elements will include student, employee and finance data. Determine an initial set of elements for population in the P-20 system. This work continues over the three years of the grant as new agencies join the system and as new questions need to be answered. This work is accomplished through the contract established in item 5. 8. WVNET, WVDE and HEPC evaluation of system needs for hardware, software, bandwidth for initial rollout of the system. WVNET prepares RFP or RFQ for acquisition of the tools and services needed. This will include security evaluation and authorization software to control release of the data. 9. Determine schedule of uploading specific data elements and the time frame for which they are being loaded. Provide all data layouts and specific data standards to be used in producing the files. Schedules and layout changes will be updated as the need arises. 10. Develop the portal for public access to the P-20 data for running ad-hoc reports and queries, pre-programmed reports and downloading of data files for research. 11. Technical Term and Governing Board test the P-20 portal for ease of use and adequacy of available data elements and analytical tools. Make corrections to the system as needed. 12. Roll out public access along with brief on-line tutorial on how to use the system and what the report or query will show. Include data dictionary and business rules surrounding the data public on this site. 	<p>October – March 2010 (initial) June 2010-June 2012 (scheduled uploads)</p> <p>December – August 2010</p> <p>January –April 2010</p> <p>June 2010-June 2012</p> <p>June 2011-June 2012</p> <p>June 2012</p>	<p>Data Quality Manager and WVEIS Manager</p> <p>Director WVNET and Director P-20 System</p> <p>Managers from WVNET, HEPC and WVDE</p> <p>Directors WVNET and P-20</p> <p>Manager P-20 system</p> <p>Manager P-20 system</p>
<i>WV Birth to Three – P-12 Connection</i>		
<ol style="list-style-type: none"> 1. MOU for data exchange with DHHR (Legislative authorization for state agencies to share data is already in place 2. Collaborate with DHHR to design a direct connection of the WVEIS to the DHHR system for providing the WVEIS statewide identifier for each child enrolled in any of the DHHR Birth-To-Three programs. Select for specific 	<p>July 2010</p> <p>July-August 2010</p>	<p>WVEIS Manager</p> <p>WVEIS Manager</p>

<p>data elements to be exchanged between the two agencies and determine which of those elements will follow the child into the P-20 system.</p> <ol style="list-style-type: none"> 3. Issue a contract for development of software necessary to exchange Birth-to-Three enrollment records to establish a unique student identifier and then to return information about the child's entry into a public school. Document the operation of the system and data definitions with meta-data. 4. Validate operation of the system and pilot its operation. Make any necessary adjustments to the software. Document and train end users throughout the year. 5. Roll-out system to DHHR and WVEIS access 	<p>September 2010 – December 2010</p> <p>January 2011- March 2011</p> <p>May 2011</p>	<p>WVEIS Manager, P-20 Manager, DHHR Director BTT programs</p> <p>WVEIS Manager in conjunction with the BTT Director in DHHR</p> <p>WVEIS Manager</p>
<p><i>Goal 2 – Improve data accuracy and integrity.</i></p>		
<ol style="list-style-type: none"> 1. RFP to acquire software and support for the development of a data validation system, including an on-line collection and editing system, to provide accurate toe the P-20 warehouse and for EDFacts and other state/federal reporting. 2. Establish SEA management team consisting of WVEIS manager and persons responsible for each reporting area throughout the WVDE 3. Management Team reviews data dictionary and collection software ensuring business rules consistent with rules established for EDFacts reporting 4. Test and pilot software validation and collection with WVEIS County Contacts assistance 5. Complete documentation of processes used for validation and operations of the new system 6. Develop training resources to teach users at all levels of the system to successfully use the system 7. Fully implement system, including face-to-face training of WVEIS County Contacts who will then share the training with their district end-users. 	<p>June 2010– January 2011</p> <p>June 2010</p> <p>May 2011</p> <p>August 2011-June 2012</p> <p>August 2011-June 2012</p> <p>August 2012 July 2011 –</p> <p>August 2012</p>	<p>Manager Data Quality</p>
<p><i>Goal 3 – Provide easily generated data for continuous school improvement and student achievement.</i></p>		
<ol style="list-style-type: none"> 1. Contract, use existing programming 	<p>August –</p>	<p>WVEIS Manager</p>

<p>contractors, for expansion of currently available longitudinal assessment record for students by adding scores from ACT Plan and EXPLORE, Writing Road Map, WESTELL, benchmark assessment (Acuity DIBELS, Creative Curriculum.) The screen will provide an option for teachers or LEA to include local assessments or additional benchmark assessment scores.</p>	<p>December 2011</p>	
<p>2. Employ a manager for the educator visioning team to convene meetings of the groups for designing solutions to their data/information needs in the classroom and school. This employee tracks product purchase and/ or development; tests and documents new screen development, and designs and provide professional development for educators using the system.</p>	<p>August 2010</p>	<p>WVEIS Manager</p>
<p>3. Select stakeholder visioning teams of educators including teacher, school and district administrators, and researchers to provide input to the design of data views for individual students, classrooms, schools and districts to ensure the continuous learning of their students and information alerts when they are not.</p>	<p>November 2010 - November 2012</p>	<p>Manager Continuous Improvement</p>
<p>4. Use current research to select specific criteria which will warn educators when children are falling into a risk category or excelling.</p>	<p>November 2010-2012</p>	<p>WVDE Research Director</p>
<p>5. Write programs to produce alerts for each group so that early intervention in the child's program can occur. This activity will be repeated through the grant period and be institutionalized beyond that time.</p>	<p>January 2011- June 2013</p>	<p>WVEIS Manager</p>
<p>6. Develop on-line training for creating ad-hoc reports as each module is created. Use WVEIS County Contacts in a train-the-trainer model for reaching a large group of users.</p>	<p>January 2011- June 2013</p>	<p>WVEIS Manager</p>
<p>7. Develop training modules for interpreting the data views that have already been created for the user.</p>	<p>January 2011- June 2013</p>	<p>Manager Continuous Improvement</p>
<p>8. Make system available for educator use and expand it over the years when research indicates other areas for exploration.</p>	<p>June 2011- June 2013</p>	<p>Manager Continuous Improvement</p>
<p>9. Conduct an evaluation of teacher use of this system and whether increased use of the information produces positive results in student</p>	<p>January 2013 – June 2013</p>	<p>Manager Continuous Improvement and</p>

achievement.		WVDE Research Director
<i>Goal 4 – Connect teacher preparation, certification, evaluation and professional development information for continuous improvement.</i>		
1. Create a programmatic link between WVDE certification files and WVEIS to eliminate duplication of data entry and one point of access for the information. This requires a modification of the WVEIS Employee Management System.	January 2011	Manager WVEIS
2. Design the system for maintaining teacher licensure, professional development and evaluation data within WVEIS. This system is the first step in creating databases to hold the information that will be used to determine effective teachers and administrators.	August 2010 – January 2011	Director, Office of Professional Preparation, WVEIS Manager
3. Develop the programs and databases for the input programs to gather specific information about teacher/administrator participation in professional development aligned with content standards.	March 2011 – March 2012	Director, Office of Professional Preparation, WVEIS Manager
4. Test and roll-out the system for data collection.	March 2012	WVEIS Manager
5. Create data input programs for teacher evaluation rubric scores and integrate that information into WVEIS. Rubrics are aligned with content standards.	March 2012-June 2012	WVEIS Manager
6. Roll-out documented system for end-users.	June 2012	WVEIS Manager
7. In collaborate with the Office of Professional Preparation, educators and other interested stakeholders; determine employee views of educator’s information, including a view of student performance for the content taught.	March 2012- March 2013	Director, Office of Professional Preparation, WVEIS Manager
8. Create programs to present the view of the Educator profile information tied to their students’ performance.	May 2013	WVEIS Manager Director

(d) Project Management and Governance Plan

The **West Virginia Education Information System**, P-12 system, authorized by the WV Legislature in 1991, is governed by the State Board of Education in accordance with WV Code and its Executive Director heads the Office of Information Systems within the WV Department of Education, reporting to the Deputy Superintendent and State Superintendent of Schools.

The **Higher Education Policy Commission** is the governing body responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute. Headed by the Chancellor, the Commission consists of ten members; seven of whom are appointed by the governor, and three ex-officio members; Secretary of Education and the Arts, State Superintendent of Schools, and Chairperson of the West Virginia Council for Community and Technical College Education. HEPC collects and reports data from institutions of higher education, including four-year and community and technical colleges. WV Community and Technical Colleges System provides a similar function under Chancellor and Council.

The Governor's Office spearheaded creation of the **Initial Data Sharing Compact** among WVBE, Higher Education Policy Commission and Community and Technical Colleges Commission creating a Board to govern the P-20 data system. A **P-20 Director** will be jointly employed by WVDE and HEPC for 2008-2010 and supported by SFSF funds. The P-20 director will then be supported to complete the data warehouse using SLDS funds in years two and three of the SLDS project. The **P-20 Governing Board** will contract with WVNET, current service provider for all participating agencies, to create the P-20 warehouse. At the end of the grant, agencies participating in the P-20 system will continue the employment of the P-20 director and staff.

The **SLDS Project Director** will be employed by WVDE for the three years of the SLDS grant to manage all aspects of the SLDS project under the direction of the WVEIS Executive Director. The SLDS Project Manager will develop Requests for Proposals for contracted work and will work of staff with contractors procured for project activities to ensure completion of all project goals on time and within budget. The SLDS Project Manager will oversee those goal accomplishments that enhance or link to WVEIS and manage personnel supported by grant funding. Employment of the Project Manager and additional personnel employed through SLDS funding will be discontinued when the project is completed. The SLDS Project Director and WVEIS Executive Director will be responsible for submission of all required SLDS project reports and coordinating efforts with the Institute of Educational Sciences.

The SLDS fiscal agent is WVDE and the Office of Information Systems. All financial grant management and internal control functions will be managed by the WVDE Office of Internal Operations using the state government grants management system and in compliance with state purchasing regulations, including the state Request for Proposals process required for procuring contractors to complete major portions of SLDS development and implementation.

The **SLDS Management Team** will meet at least quarterly, and more frequently as needed to guide design and development of the system and review progress toward project outcomes. The Management Team will include:

Nancy Walker, Executive Director, WVEIS

Marshall Patton, Program Manager, WVEIS

SLDS Project Director

Rob Anderson, Senior Director, Office of Policy and Planning, HEPC

Harry Blosser, WVNET
Pam S. Roush, WV Birth to Three, DHHR
Sandra McQuain, Assistant Director, Office of Special Programs, Extended and Early Learning, WVDE
County Superintendent
Principal
Regional Education Service Agency (RESA) representative
WVEIS County contact
Special Education Director
Teacher
Parent

Additional **Project Partners** representing primary agencies, offices and stakeholders in the project outcomes include:

Nathan Estel, Executive Director, Office of Professional Preparation, WVDE
Carla Williamson, Executive Director, Office of Curriculum and Instruction, WVDE
Larry White, Assistant Director, Assessment, Accountability and Research, WVDE
Ben Parker, Workforce Development
Kenna Seal, Executive Director, Office of Educational Performance Audits
Jan Stanley, Assistant Director/State Title I Director
Sarah Robinette, Data Coordinator, WV Birth to Three, DHHR

Each of the partners has a specific interest in one of the goal areas and will contribute .15 FTE in-kind services as needed, through their participation and/or participation of staff, to the completion of the project.

(d) Staffing

Project Personnel

West Virginia's commitment to completion of the SLDS with all required capabilities and elements is reflected through project staffing. In addition to initial funding provided by the Governor's SFSF funds, the agencies involved will be contributing in-kind key personnel to guide the SLDS project. Even so, supplementing the small data staff with full-time personnel and contracted services funded by the SLDS grant is essential to completing the project activities.

Key Agency Personnel

Agencies with primary responsibility for implementing the SLDS grant will provide the following staff at their own expense:

Nancy Walker, Executive Director, WVEIS – .5 FTE in kind services

Nancy Walker has been Executive Director of WVEIS since its inception in 1991. She has seen the user community grow to over 15,000 and is pushing to have every educator online within the next three years. She has been intimately involved in all aspects of the system from managing staff to running queries.

Marshall Patton, Program Manager, WVEIS – .25 FTE in kind

Marshall Patton has eighteen years experience managing daily operations of the WVEIS system. He provides training, operates the help desk for users of all aspects of the system and works with agencies and contract programmers to develop all aspects of the system.

Rob Anderson, Senior Director, Office of Policy and Planning, HEPC – .15 FTE in kind

Rob Anderson supervises the collection, maintenance and reporting of state higher education data and prepares reports relative to state postsecondary trends and policy recommendations for the Commission, state legislature and governor. He is an experienced higher education research director.

Sandra McQuain, Assistant Director, Office of Special Programs – .20 FTE in kind

Sandra McQuain has fourteen years' experience as the state's IDEA, Part B data manager, working with WVEIS to create data collections and establish data codes, definitions and reporting procedures and to develop the IDEA public reporting Web site, online IEP and online strategic plan.

Malinda Shanklin, EDFacts Coordinator, WVEIS – .20 FTE in kind

Malinda Shanklin is an experienced programmer, WVEIS regional coordinator, WVEIS state coordinator providing support to student system users and currently is EDFacts coordinator.

Henry Blosser, Director, WVNET – .40 FTE in-kind

Henry Blosser has over twenty years experience directing WVNET , managing the operations of the data center and managing the statewide network for P-12 and higher education internet access.

Resumes of key personnel are found in Appendix B.

SLDS Project Personnel

P-20 Data Warehouse will fund five staff using SFSF funds during 2008-2010. Beginning in fall 2010, SLDS grant funds will continue employment of these individuals, based at WVNET, during years two and three of the SLDS project to fully implement the P-20 warehouse. P-20 staff will include:

- P-20 Project Director (described in Section (d))
- Four P-20 Database programmers
 - to assist with loading the P-20 warehouse and streamlining extractions and data loads from the participating agencies, maintaining authorization tables and preparing displays of the data to answer a predetermined set of policy and practice questions.

Prior to the end of the SLDS grant period, the Governing Board, WVDE and HEPC will determine the staffing needs for sustaining ongoing implementation of the P-20 data system and will identify sources for permanent funding, including realignment of existing resources and additional funding.

SLDS Project Staff employed, based at WVDE, through SLDS funds will include:

- SLDS Project Director – 1.0 FTE (described in Section (d))
- Data Quality Manager – 1.0 FTE
- Continuous Improvement Data Manager – 1.0 FTE

The **Data Quality Manager** will serve as liaison between WVDE and WVEIS staff and the contractor responsible for the data quality system to identify and provide to the contractor existing data elements, collections, files and reports needing revision and/or documentation as the new system is built. This manager will manage Goal 2 activities and coordinate stakeholder input in to system and professional development design.

The **Continuous Improvement Manager** will manage the activities of Goal 3 and coordinate the **Continuous Improvement Visioning Team**, a group of teachers, administrators and other stakeholders engaged by the project to guide the design of educator access to student-level data at the individual, classroom and district level, including design of displays, indicators for which trend data will be supplied, predetermined reports, analytical tools and professional development resources.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Data Sharing Compact** Pages: **3** Uploaded File: **SLDS DataSharingCompact.pdf**

David K. Hendrickson
Chair



Brian Noland
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-2102
www.hepc.wvnet.edu

July 1, 2009



Ms. Sherri Goodman
State Board of Education
Building 6, Room 362
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Sherri:

Enclosed you will find a copy of the Data Sharing Compact executed by both Chancellors. I am looking forward to working with you as we go forward on this initiative.

Very truly yours,

A handwritten signature in black ink, appearing to read "Bruce Ray Walker".

Bruce Ray Walker
General Counsel

Enclosure

BRW/bc

**INITIAL DATA SHARING COMPACT
BETWEEN
THE WEST VIRGINIA STATE BOARD OF EDUCATION
AND
THE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
AND
THE WEST VIRGINIA COUNCIL FOR COMMUNITY
AND TECHNICAL COLLEGE EDUCATION**

THIS INITIAL DATA SHARING COMPACT ("Initial Compact") is made by and between the following parties, The West Virginia State Board of Education ("Board"), the West Virginia Higher Education Policy Commission ("Commission"), and the West Virginia Council for Community and Technical College Education ("Council").

WHEREAS, the Legislature in W. Va. Code § 18B-1D-4(c) has directed the Commission and Council to ensure "that data systems collect the essential information state-level policymakers need to answer key policy questions to fulfill the purposes of the accountability system established pursuant to" Articles 1 and 1D of Chapter 18B of the West Virginia Code;

WHEREAS, the Legislature in that section has further directed a collaboration with public education to "establish policies to link existing pre-K, K-12, higher education and teacher data systems to enable tracking of student progress and teacher performance over time";

WHEREAS, the Legislature in that section made the Commission and Council responsible for "ensuring that reports provide data analyses to determine if students entering the public higher education systems are prepared for post-secondary education";

WHEREAS, the Legislature in W. Va. Code § 18B-1D-5(c) has made the Commission and Council responsible for developing "a strategy for cooperation and collaboration with the State Board of Education and State Department of Education, state institutions of higher education, the counterpart state coordinating board . . . to assure that a comprehensive and seamless system of education is developed and implemented for West Virginia";

WHEREAS, the parties wish to share data that will evaluate and assess certain education outcomes they have been directed to develop and implement;

WHEREAS, the parties have met to begin the technical process of jointly developing a system for the sharing and disclosure of education records among the parties;

WHEREAS, the details of how the education records are to be shared and disclosed will depend upon the technical structure of the system designed and developed by the parties;

WHEREAS, the Legislature has directed that the parties enter into a data sharing compact by July 1, 2009, and

WHEREAS, the parties intend this Initial Data Sharing Compact to memorialize that the process of developing a data sharing system has begun,

NOW, THEREFORE, IT IS AGREED as follows:

I. TERM OF INITIAL COMPACT

This Compact shall take effect upon signature by the authorized representatives of the parties and shall remain in effect until the parties finalize the technical system of data sharing, at which time a new Data Sharing Compact will be completed.

III. REQUIRED TASKS UNDER THE INITIAL COMPACT

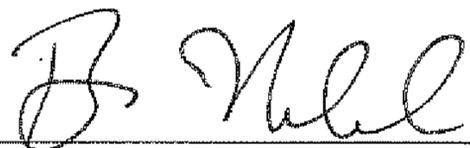
- (a) The parties agree to develop and implement a data sharing system consistent with the stated goals of the Legislature and all federal and state laws.
- (b) The parties agree to jointly post a position for a Project Manager to oversee the design and implementation of a data sharing system.
- (c) The parties agree to consult with Charles McGrew of the non-profit organization, Data Quality Campaign for assistance in planning the design of a data sharing system, including posting language for the Project Manager.

IV. SCOPE OF MEMORANDUM

This Initial Data Sharing Compact incorporates all the current understandings between the parties concerning the subject matter hereof. No prior Memorandum, verbal representations, or understandings shall be valid or enforceable unless embodied in this Compact

IN WITNESS WHEREOF, the parties have caused this Initial Data sharing Compact to be executed on the year and date indicated, with the effective date being the most recent signature.

Higher Education Policy Commission

By 
Brian Noland
Chancellor

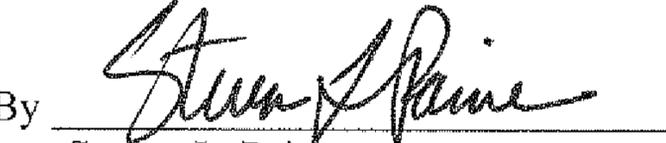
Date: 7-1-09

Council for Community and Technical College Education

By 
James L. Skidmore
Chancellor

Date: 7/1/09

West Virginia State Board of Education

By 
Steven L. Paine
State Superintendent

Date: 7/1/09

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Resumes** Pages: **2** Uploaded File: **slds resumes.pdf**

Curriculum Vitae

Robert E. Anderson

Senior Director of Policy and Planning
West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301
Office: (304)558-1112 Cell: (304) 550-0992
E-mail: randerson@hepc.wvnet.edu

Education

ABD, Doctor of Philosophy in Higher Education Administration August 2005

University of Georgia, Athens, GA
Completed coursework, written and oral exams

Master of Divinity December 1993

The Southern Baptist Theological Seminary, Louisville, KY

Bachelor of Arts in English May 1988

The Citadel, Charleston, SC

Professional Experience

Research

Senior Director of Policy and Planning July 2007 to present

West Virginia Higher Education Policy Commission

- Supervise the collection, maintenance and reporting of state higher education data
- Prepare reports for the Commission, state legislature, and governor providing state postsecondary trends and policy recommendations
- Provide ad hoc reports to Commission constituent groups including postsecondary institutions, the state department of education, media personnel, and students

Director of Research and Planning January 2005 to July 2007

Tennessee Higher Education Commission

- Researched state financial aid programs providing reports and policy recommendations to senior staff and state legislators
- Provided statewide data support for ongoing projects such as the 2005-10 *Master Plan* for Higher Education in Tennessee
- Directed research for ad-hoc projects within the Commission such as an analysis of adult learners and high school grade distribution by school and standardized test score

Research Assistant September 2004 to December 2005

College Access Policies Project, University of Georgia

- Analyzed variations in student academic preparation and college enrollment in five study states
- Identified federal, state and institutional policies that are designed to influence academic preparation and college enrollment

- Conducted case studies of high schools in the five study states

Research Assistant

September 2002-August 2004

University of Georgia

- Assisted in project research and article/manuscript reviews as needed
- Served as a Teaching Assistant in the sociology course entitled *The Sociology of Education*

Administration

Office of Student Affairs, Montreat College, Montreat, NC, August 1996-July 2002

Director of Student Success, August 1998-July 2002

- Responsible for development and implementation of Freshman Seminar programming.
- Coordinated and staffed campus tutoring
- Implemented an annual campus-wide Student Satisfaction Survey making recommendations to the Cabinet based on the findings
- Directed the Student Retention Council which concerned itself with proactive measures to improve student retention

Teaching

BB 101	Survey of the Old Testament (3 credits) Montreat College, Fall 1999-Spring 2002
BB 102	Survey of the New Testament (3 credits) Montreat College, Fall 1999-Spring 2002
UNIV 101	Freshman Seminar (2 credits) Montreat College, Fall 1999-Spring 2002

Presentations

Refereed Conference Papers and Symposia

Perna, L.W., Thomas, S.L., Rowan, H., Anderson, R.E., Bell, A., Cooper, M.A., Steele, P. (2005, November). *Opportunity for College: The Roles of the State and School Context*. Research paper to be presented at the Association for the Study of Higher Education Conference, Philadelphia, Pennsylvania.

Thomas, S.L., Perna, L.W., Anderson, R.E., Bell, A., Rowan, H., & Steele, P. (2005, May). *Combined Impact of Federal, State, And Institutional Policies on Prospective Students' Opportunity for College*. Research presentation at the Association for Institutional Research Forum, San Diego, California.

Bell, A.D. & Anderson, R.E. (2004, November) *Setting the Governmental Agenda to State Lottery Funded Tuition Scholarships*. Paper presented at the 29th Annual ASHE Conference, Kansas City, KS.

Anderson, R.E. (2004, September) *African American Membership on Georgia's School Boards: 1971-1990*. Paper presented at the 2004 Patterson Research Conference, Washington, DC.

Anderson, R.E. (2004, September) *African American Membership on Georgia's School Boards: 1971-1990*. Paper presented at the 2004 Patterson Research Conference, Washington, DC.

Thomas, S.L., Anderson, R.E., & Bell, A.D. (2003, November) *State Financial Aid Programs and College Continuation Rates: How Aid Influences Enrollment Behaviors*. Paper presented at the 28th Annual ASHE Conference, Portland, OR.

Anderson, R.E., (1998, June) *College Students and the Dynamics of Campus Mediation*. Paper presented at the Appalachian State University Summer Institute for Student Development, Boone, NC.

Invited Papers, Presentations, and Symposia

Anderson, R.E. & Bell, A.D. (2005, April) *Setting the Governmental Agenda to State Lottery Funded Tuition Scholarships: An Overview of Theory and Outcomes*. Invited paper presented at New College, Oxford, England

Anderson, R.E., Bell, A.D., Mathies, C.F., & Wright, T.A. (2004, May) *Organizational Change in Higher Education: Trends, Strategies, and Models*. Invited symposium presented in Zagreb, Croatia.

Service

National

Association for the Study of Higher Education

- Assisted in coordination and preparation for the Policy pre-conference, 2003, 2004
- Session Chair 2003, 2004

American Educational Research Association

- Session Chair, 2004

Campus

Campus Review Director

- Directed Montreat College self-review of Admissions Office for SACS review, 2001

Community

Community Mediator, Asheville, NC, October 1998-June 2002

- Participated in instruction resulting in certification as a trained community mediator

Sandra McQuain

(b)(6)

Academic Degrees

- Ed. D. Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 1984. Special education administration.
- M.A. West Virginia University, Morgantown, West Virginia, 1977. Special education.
- B.S.S.Ed. West Virginia University, Morgantown, West Virginia, 1974. Secondary education: speech, journalism, special education. Graduated magna cum laude.

Professional Experience

Assistant Director, Office of Special Programs, Extended and Early Learning
2007 – present.

- Supervise data management
- Supervise special education strategic plan and district funding application development and review
- Policy development for special education and confidentiality
- Supervise special education program staff
- Project Director, IDEA General Supervision Enhancement Grant, 2007-2008.

Coordinator, Data Management, Program Evaluation, West Virginia Department of Education, Charleston, West Virginia, 1995-2007:

- coordinated and/or produced all federal special education data reports, performance plans, improvement plans and performance reports
- initiated and annually provided data for the special education district and state data profiles website
- provided technical assistance and training in the areas of accountability, information system, data quality and use, federal and state laws and regulations

Coordinator, Due Process Hearings and Mediation, Office of Special Education, West Virginia Department of Education, Charleston, West Virginia, 1995- 2001.

Coordinator, Compliance Management, Office of Special Education, West Virginia Department of Education, Charleston, West Virginia, 1990-1995.

Administrative Assistant for Special Education Services, RESA VII, Fairmont, West Virginia, 1987-1990. Special Education Coordinator, RESA VII, Fairmont, West Virginia, 1983-1987.

Instructor, Department of Management, College of Business, Virginia Polytechnic Institute and

State University, Blacksburg, Virginia, 1982-1983.

Research Associate, Division of Administrative and Educational Services, College of Education, Virginia Polytechnic Institute and State University, 1981-1982.

Educational Consultant, Handicapped Children's Clinic, Children's Rehabilitation Center, University of Virginia Hospital, Charlottesville, Virginia, 1978-1980.

Learning Disabilities Teacher, Wood County Schools, Parkersburg, West Virginia: Parkersburg High School, 1977-1978, grades 10-12; Mineral Wells Elementary, 1975-1977, grades 1-6.

Professional Certification

West Virginia Certification: Supervision of special education, supervision of general education, elementary and secondary principal, superintendent, learning disabilities (K-12), mental retardation (1-12), speech (7-12), journalism (7-12).

Selected Publications and Websites

Exceptional Students in West Virginia, State and District Trend Data, 1980-2005 and Selected Data for 2004-2005 and 2005-2006, web publication, Sandra McQuain, West Virginia Department of Education, February 2006.

<http://wvde.state.wv.us/ose/DataReport2005.pdf>

A Framework for Examining Validity in State Accountability Systems, Ellen Forte Fast and Steve Hebbler with ASR-CAS Joint Study Group on Validity in Accountability Systems (member), Council of Chief State School Officers, Washington D.C., February 2004.

Designing School Accountability Systems: Towards a Framework and Process, Brian Gong and Accountability Systems and Reporting SCASS (member), Council of Chief State School Officers, Washington, D.C., January 2002.

West Virginia State Improvement Plan 2005-2010, Submitted December 2005 and revised annually through February 2008 and Annual Performance Report 2005-2006 and 2006-2007, 2007-2008, West Virginia Department of Education.

West Virginia IDEA Improvement Plan, West Virginia Department of Education, submitted to the U.S. Department of Education, Office of Special Education Programs, July 2003; *Annual Performance Report*, submitted April 2004 and February 2005.

West Virginia IDEA Self-Assessment Process, 2000-2002, West Virginia Department of Education, submitted to the U.S. Department of Education, Office of Special Education Programs, March 2003.

Exceptional Students in West Virginia's County School Districts, Selected Enrollment and

Financial Information, Annually, Fiscal Years 1995 through 2004. Office of Special Education, West Virginia Department of Education.

Special Education Reports for Accountability, Office of Special Education, West Virginia Department of Education, December 2003.

Selected Presentations

“Reporting Part B Data to the Public,” with Inni Barone, New York and Ned Featherston, Maryland, OSEP Part B Data Conference, June 23, 2009, Bethesda, Maryland.

“Moving the Data on SPP Indicators: Where do you fit in?,” Panel Moderator, with Ruth Ryder, Director, Monitoring and State Improvement Planning, OSEP; Cesar D’Agord, Project Manager, Western Regional Resource Center (WRRC); Jane Falls, Project Coordinator, National Post School Outcomes Center; Diana Autin, Co-Director, Region 1 Parent Technical Assistance Center; Mary Beth Bruder, Project Director, Center to Inform Personnel Preparation and Practice in Early Intervention and Preschool Education , OSEP Project Directors’ Conference, July 22, 2008.

“Special Education Reports,” WVEIS Data Conference, Canaan Valley, West Virginia, June 13, 2007.

“Meeting Data Demands in a Changing World,” OSEP/Westat Data Conference, Bethesda, Maryland, May 22, 2006.

“Confidentiality of Student Records,” WVEIS Data Conference, Canaan Valley, West Virginia, June, 2005.

“Accommodations on Large Scale Assessments, Considerations for Decision Makers,” Council for Exceptional Children Convention, New York, NY, April 3-6, 2002

Professional Organizations

Special Education Subcommittee Chair, Education Information Management Advisory Consortium (EIMAC), Council of Chief State School Officers (CCSSO), 2007-2008, and member of EIMAC Board; member ED/Facts General Statistics/Special Education Permanent Task Force. 2007- present.

Member, CCSSO State Collaborative on Assessment and Student Standards, Accountability Systems and Reporting (ASR) SCASS, 2000-2003.

H. Nathan Estel

(b)(6)

(b)(6)

hestel@access.k12.wv.us

Employment History

WV Department of Education	Executive Director Office of Professional Preparation	March 2006 - Current
WV Department of Education	Assistant Director Office of Professional Preparation	February 2005 – March 2006
WV Department of Education	Coordinator Office of Professional Preparation	June 2004 – February 2005
Putnam County Schools	Professional Educator George Washington Middle School	July 2003 – June 2004

Education

West Virginia University	Doctorate	Current
	<ul style="list-style-type: none">• Major in Leadership Studies• Minor in Educational Technology	
Marshall University	Master of the Arts	May 2003
	<ul style="list-style-type: none">• Concentration in Instruction• Professional Licensure in Biology	
Marshall University	Bachelor of Science	May 2001
	<ul style="list-style-type: none">• Major in Biological Science• Minor in Chemistry and Marketing	

Professional Associations

- National Staff Development Council
- National Science Teachers' Association
- Marshall University Board of Advisors
- National Teacher Leadership Consortium
- National Association of State Directors of Teacher Education and Certification

Nancy C. Walker

(b)(6)

Education:

Post-masters studies (45 hours) in educational administration, curriculum development, mathematics, computer learning, West Virginia University College of Graduate Studies

Master of Arts, West Virginia University, Education Administration, 1972

Bachelor of Science, West Virginia University, Chemistry, 1959

Work Experience:

1991-Present Executive Director, Office of Information System
West Virginia State Department of Education

1983-1991 Supervisor of Secondary Computer Instruction
Kanawha County Schools

1978-1983 Teacher of Mathematics, Physics, and Computer Science
Stonewall Jackson High School

1972-1978 Director of Accounting and Research
West Virginia Education Association

1966-1972 Director of Data Processing
West Virginia State Department of Education

1964-1966 Teacher of Mathematics
George Washington High School

1959-1963 Teacher of Mathematics
Woodrow Wilson Junior High School

Accomplishments Related to Current Job:

Established the West Virginia Education Information System as a management tool for all WV schools and districts

Established standard values for data elements to be collected for state or federal reporting

Developed training procedure to reach the total users community

Moved from eight computer server in 1991 to one today (with remote live backup machine

Established user groups of the various modules to define enhancements for the system
Expanded the original system to add programs such as child nutrition billing system associate with a lock-box facility
Added an on-line IEP
Added a Medicaid Billing system within the special education module
Presented on various feature of WV data system bi-annually; presentations include highly qualified teacher, using the teacher/student connection, information about a statewide data system, etc.
Presentations to various statewide organizations annually on the status of the system and system improvements
Make PR presentations to various educator and community groups
Manage the budget
Manage a staff of 16 covering the WVEIS system, internal IS, Wide Area Network, IP purchasing and maintenance.

Marshall Patton

(b)(6)

• mlpatton@access.k12.wv.us

Objective

A leadership position in which I may use my skills and those of my team members in a way that provides quality information and services to my customers/employer. I have spent twenty years developing skills and hope to continue learning in the future. I enjoy being involved with current technologies and look forward to what those technologies will be in the future. I have a deep love of problem solving and enjoy a challenge.

Education

West Virginia State University/Marshall University

Currently working toward a Regents Bachelor of Arts

National Institute of Technology

Computer programming curriculum including RPG, COBOL, BASIC, and Business Mathematics. 1987

Poca High School

General Studies. Computer Science and AutoCAD courses from Putnam County Vocational Center, Diploma 1986

Skills

Applications

WVEIS Applications, MS Office products and similar, Help Systems Sequel, IBM Query, Crystal Reports, Adobe Development Suite, Adobe Acrobat

Platforms

IBM iSeries, Microsoft Windows, Linux, Macintosh

Languages/Database Related

RPG, PHP, CL, SQL, ODBC, ASP, SQL Server, DB2/400, JDBC, SSH

Work Experience

West Virginia Department of Education, Charleston, WV

Manager, WVEIS

1993-Present

- Originally hired as support lead for the student information data system of the West Virginia Education Information System (WVEIS). Began working with programming staff and regional computer center staff in a leadership role. I am currently responsible for providing support to our Regional Computer Centers, overseeing programming staff, designing data collection and reporting standards.
- Serve as part of the West Virginia Department of Education management and leadership team.
- WVEIS applications are currently running over a Wide Area Network consisting of circuits running IP with some SNA encapsulated. This network consists of nearly 900 locations including three IBM iSeries platforms, approximately 7000 personal computers, and over 15,000 users. I am currently the primary contact for all issues related to the AS/400s and data collections.
- Providing technical support to regional and county level staff for hardware and software components of the WVEIS system.
- Work closely with programming staff to develop new RPG applications and correct existing program flaws.
- Development of data collection and reporting standards for state and federal reporting requirements.
- Work as part of a team to develop Internet and Intranet applications.
- Develop ad-hoc reports from data collected through WVEIS.
- Develop and provide training to regional support center staff as well as end users.
- Coordination and management of development efforts for moving WVEIS applications to Internet technologies.
- Serve as project lead and management for WVDE and RESA staff of approximately 30 members.
- Participate in state and national data initiatives to help develop reporting and data sharing standards and best practices.
- Work with Higher Education Policy Commission to develop data sharing and standards for exchange such as the recent PK-20 initiatives. Including but not limited to the electronic exchange of high school transcripts with higher education.

Marshall Patton

(b)(4)

1 • mlpatton@access.k12.wv.us

YBIL Web Design, Eleanor, WV

Owner

Present

- Owner of small business designing web sites and web based database front ends. Projects include a customer base of small to mid-size businesses and organizations as well as online marketing and sales.
- Primarily developing in PHP with a MySQL backend database.
- Site development including all programming work, server maintenance, graphics design, and database management.
- Approximately 20 existing clients

Regional Education Service Agency II, Huntington, WV

WVEIS Technician/Trainer

1991-1993

- Hired as a technician to support the West Virginia Education Information System. This is a project which connects all West Virginia schools and County Board Offices to a regional AS/400 for administrative student management, payroll, and financial applications.
- Personally involved with connecting remote locations to the RESA II AS/400, providing technical support and troubleshooting network and personal computer problems.
- Began support of software applications and AS/400 systems management and security implementations.
- Provided training for county and school level staff.
- Accepted a position with the WV Department of Education within the same project in March of 1993.

National Roofcoaters/A1 Rental, St. Albans, WV

Programmer

1989-1991

- RPG Programmer on System 36 using Screen Design Aid, Interactive Data Definition Utility, SEU, etc. Worked extensively with Local Data Areas, 3812 printer support, and financial and business applications development.
- Additionally installed and support a rental company management software application running in a Texas Instrument Zenix environment.

MicroAge Computer Stores, Charleston, WV

Hardware Service Technician

1986-1989

- Provided technical assistance, troubleshooting, and repair services for IBM, AT&T, Apple, and Compaq Personal Computer products and peripherals.

Adult Education Instructor

- Development and instruction of basic computer knowledge, word processing, database management, spreadsheet, and Internet utilization courses for both Kanawha County Schools and Putnam County Schools Adult Education programs.

Affiliations/Activities

- Current voting member of WV State Government's Information Technology Council
- Current member of the Education Information Management Advisory Consortium, a committee of the Council of Chief State School Officers
- Past member of the Accountability Systems and Reporting subgroup of the Council of Chief State School Officers SCASS organization.
- National Center for Educational Statistics Fellows Program - 1997
- UNITE Users Group Board Member - 1999
- Appalachian AS/400 Users Group Vice-President - 1998

**Carla J. Williamson, Executive Director
Office of Instruction
West Virginia Department of Education
304-558-5325
cljwilli@access.k12.wv.us**

Summary of Qualifications

A professional educator with 35 years experience as a classroom teacher and building level administrator at both the middle and adolescent education programmatic levels, SEA coordinator for middle level education, a Closing the Achievement Gap liaison, and the current Executive Director of the Office of Instruction in the West Virginia Department of Education, I have experiences as a teacher, leader, collaborator, manager, presenter, evaluator, assessor, auditor and learner.

Experiences Relevant to Project

Designed and provided leadership during the development of Teach 21

<http://wvde.state.wv.us/teach21>, an online site housing interactive content standards and objectives linked to rigorous, authentic instructional resources, i.e. standards-focused Project Based Learning units, instructional guides, and standards focused units; model lessons with accompanying videos; research based instructional strategies; and quality professional development relevant to implementation of quality 21st century instructional design and delivery.

Designed the process and the professional development resulting in the development of Instructional Guides for Reading English Language Arts, Mathematics, Science and Social Studies, an online tool to assist teachers in designing units of study that promote backward design, differentiated instruction, performance assessment, rubric design, and integration of 21st century learning skills and technology tools.

Provided leadership role in the development of standards-based unit plans for reading and English language arts in grades 6-8. These unit plans, built upon a foundation of pre-, active, and post-literacy strategies, were first implemented in professional development schools during 90 minutes of daily instruction in reading and English language arts. Housed on the Teach 21 site and used by teachers throughout the state, the units highlight those research-based, high-yield instructional strategies that actively engage all students in the learning process through differentiation and scaffolding, and led to the development of standards-based units of study in mathematics.

Provided leadership in the development of standards-focused project based learning units of study in reading, English, mathematics, science, social studies, dance, music, visual arts and theatre with all rubrics and supporting materials for publication on Teach 21.

Provided vision and leadership in the development of the WVDE Cadre on Differentiated Instruction in Middle Level Education, a collaborative project sponsored by the Offices of Middle Level Education, Special Education, Title I and each of the 8 Regional Education

Service Agencies. Obtained the commitment of these offices, secured a grant for Title II funding to support the project, and met with staff from each of the RESA offices and the WVDE to form a leadership team to direct the project and support the 60 regular, special education and Title I teachers who are members of this cadre. Cadre members received their initial training during the 2004-2005 school year and began to train other teachers within their RESAs during the summer of 2005. In the summer of 2006 the Office of Instruction and the Office of Special Education Achievement expanded the original DI Cadre to include high school teachers and additional middle level educators. We restructured the design to support Teacher Leadership for Differentiation by forming teacher-led cohorts throughout the state.

Leadership role in the **design of professional development with a school-wide focus on the implementation research-based, high yield vocabulary development strategies** that will result in the improved academic achievement of disadvantaged, minority and under-achieving students. Implementation of these strategies across content areas will significantly improve the vocabulary of each learner in the professional development middle level schools.

One of five members of the Office of Instructional Services staff to author the *School Level Professional Development Guide*, written to assist county systems and schools in better understanding and implementing quality job-embedded professional development that will result in improved student achievement..

Collected data and authored document, and prepared students and staff of **Capital High School**, for selection as a **West Virginia School of Excellence, a West Virginia Blue Ribbon School and a National Blue Ribbon School.**

Administrative contact and on-site coordinator for the UCLA Graduate School of Education three-year study of secondary schools attempting to ameliorate tracking and related problems in racially mixed school settings. Co-directors of this project were Professors Jeannie Oakes and Amy Stuart Wells. Funded by the Lilly Foundation, the project title was *Beyond Sorting and Stratification: Creating Alternatives to Tracking in Racially Mixed Secondary Schools.*

Professional Experience

West Virginia Department of Education

Executive Director, Office of Instruction	2007-2009
Special Assignment, Office of Instruction	2006-2007
Closing the Achievement Gap Liaison	2004-2006
Coordinator, Middle Level Education	2002-2004

Administrative

Principal, Hayes Junior High School	1994-2002
Assistant Principal, Curriculum and Instruction, Capital High School	1989-1994
Principal, Stonewall Jackson High School	1988-1989
Assistant Principal, John Adams Junior High School	1985-1988

Teaching

English Language Arts, Newspaper Sponsor, Hayes Junior High School 1984-1985
English Language Arts, Yearbook Sponsor, District Textbook 1974-1984
Selection, Program of Studies for English Language Arts, Department
Chairperson

Specialized Training Relevant to Targeted Goals for Project

Project Based Learning Design, Buck Institute for Education, 2008; **Instructional Leadership: International Center for Leadership in Education, 2-day Pre Conference on 21st Century Mathematics and Science Curriculum and Instruction** (2006); **Differentiating Instruction Best Practices Institute for Leaders** (UVA, 2006); **Strategic Reading to Support Struggling Readers in Grade 9**, presented by Talent Development in cooperation with SREB and HSTW (Summer, 2004); **Lenses of Learning**, a course designed to help participants develop a deeper understanding of the learning and teaching of mathematics so that they may better align their instructional leadership with standards-based mathematics (Summer 2003); **Understanding by Design**, a standards-based framework for unit design (2009-2004); **Differentiated Instruction** to meet the needs of varied learners, professional development delivered by the ASCD Cadre on Differentiation, led by Carol Ann Tomlinson, 2002-2004); **Teaching Reading in the Content Areas**, a series of training sessions presented by the authors of the series of books published by McREL, *Teaching Reading in the Content Area, Teaching Reading in Mathematics, Teaching Reading in Science, Teaching Reading in Social Studies*; **Flexible Scheduling at the Middle Level**, workshops presented by Bill Denney of Middle School Consulting; **Literacy Coaching**, a two-day workshop delivered by Diane Sweeney, author of *Learning Along the Way*; **Literacy Models; Vocabulary Development Strategies; Access, Participation and Progress in the General Curriculum for All Students; TESA, Teacher Expectations and Student Achievement**

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **Appendix C** Pages: **4** Uploaded File: **SLDS APPENDIX C Nov 23.pdf**

**APPENDIX C
Current Status of State's Longitudinal Data System**

Capabilities/Elements		Current Status and Support	Outcomes
Seven Key Capabilities			
All functions supported by existing state funding unless otherwise specified as SFSF or SLDS.			
1	Enable state to examine student progress and outcomes over time, including preparation to meet demands of postsecondary education, workforce and Armed Forces.	<p><i>Not completed – Connection from P-12 to postsecondary, workforce and armed forces not established.</i></p> <p>Completed for P-12. WVEIS, P-12 system has longitudinal student outcomes data over time. Higher education has course completion maintained over time and exchanges data with Workforce. Governor's SFSF funding will support initial development of P-20 warehouse. SLDS grant will support completion.</p>	<p>Through SFSF funds and Initial Data Sharing Compact (IDSC) signed by WV Board of Education, Higher Education Policy Commission, Community Colleges, establish a P-20 data warehouse to share data among agencies, educators, researchers and the public.</p> <p>SLDS funds will provide P-20 reports, analytical tools and professional development to promote data use for school improvement and program evaluation.</p>
2	Facilitate and enable exchange of data among agencies and institutions within the state and between states; interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various types of data	<p>Completed for P-12.</p> <p>Combination of SFSF and SLDS funds will establish P-20 connection, including workforce.</p> <p>SLDS will establish data sharing with DHHR, Birth to Three programs for identified students with disabilities and at risk students.</p>	<p>SFSF and SLDS will establish initial P-20 data dictionary, metadata and business rules for data system development, data collection and analysis to meet needs of participating agencies and the public.</p> <p>Data exchange links will be made to other agencies using standard data formats and structures as defined by the P-20 Governing Council.</p>
3	Link student data with teachers including matching with teachers responsible for providing instruction in	<p><i>Completed for P-12.</i></p> <p>Scheduling module within WVEIS requires all schools enter student schedules attached to the teacher.</p>	

	various subjects		
4	Enable matching of teachers with information about their certification and teacher preparation programs, including IHE	<i>Completed for P-12.</i> WVDE has an online teacher licensing system, which evaluates applications and credentials for granting certification. Data include teacher preparation institution, transcript and areas of certification/endorsement and assignment level.	SLDS grant will establish electronic transfer of teacher certification/ preparation information to LEAs through WVEIS to eliminate manual data entry and improve data quality and availability.
5	Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers and school leaders on achievement of their students	<i>Not completed.</i> Data needed for continuous improvement are available within WVEIS and accessible to teachers and administrators. Additional data are available through WVDE Web site. However, data are not easily generated ad-hoc to meet specific school improvement needs nor is individual student information electronically accessible to parents. SLDS grant will support completion.	Expand the assessment file to include multiple measures for student growth determinations. Create classroom, school and individual student views and reports and provide analytical and reporting tools for educators to generate custom reports. Provide parent/student access to the student records. Provide professional development to promote school improvement and student achievement.
6	Ensure quality and integrity of data	<i>Completed but needs major upgrade.</i> Standards, codes and selected audits exist. Reporting procedures and programs and audits need revision and documentation to meet new reporting requirements and increased quality expectations for school improvement, EDFacts and accountability purposes. Culture of data quality needs to be established with expanded base of users. SLDS grant will support development.	Foster a culture of data quality by establishing new P-12 data governance and strengthen the data stewardship structure, develop data dictionary and business rules, acquire and implement a data validation system for LEA and SEA use in reporting required data, provide professional development to users at all levels to ensure quality.
7	Provide the state the ability to meet USED reporting requirements, especially reporting on progress on the metrics	<i>Completed but need to develop increased capacity to meet new demands.</i> All currently required metrics for the SFSF reporting are in the P-12 system. Expansion of those metrics to include more information about teacher quality	SLDS funds will support new data collection/surrounding the area of educator quality and student growth.

	established for the State Fiscal Stabilization Fund and the reporting requirements in ED Facts data collection and reporting system	and student performance will be added through SLDS.	
America COMPETES ELEMENTS			
1	Unique statewide student identifier that does not permit a student to be individually identified by users	<i>Completed for P-12 and separately for postsecondary.</i> SLDS grant will create a unique P-20 identifier.	See Capability 1
2	Student-level enrollment, demographic and program participation information	<i>Completed.</i>	
3	Student-level information exit, transfer in, transfer out, drop out, or complete P-16	<i>Completed for P-12 and separately for postsecondary.</i> SLDS funds will complete P-20 connection.	See Capability 1
4	Capacity to communicate with higher education systems	<i>Not completed.</i> SLDS funds will complete P-20 connection. Current communication is accomplished through electronic transcript exchange from P-12 to HEI.	See Capability 1
5	State data audit system assessing data quality, validity and reliability	<i>Completed but needs major revision.</i> SLDS funds will support revision.	See Capability 6.
6	Yearly test records of individual students for assessments under	<i>Completed.</i>	

	section 1111(b) of ESEA		
7	Information on students not tested, by grade and subject	<i>Completed.</i>	
8	A teacher identifier system with ability to match teachers to students	<i>Completed.</i> SLDS will support enhancement.	See Capability 4
9	Student-level transcript information, including information on courses completed and grades earned	<i>Completed for P-12 and separately for postsecondary</i> SLDS will enhance capability to exchange transcripts.	All HEI institutions' MIS for student records will be updated to accept the PESCS standard transcript and to send to WVDE perspective educator transcripts for licensure.
10	Student-level college readiness test scores	<i>Completed.</i>	
11	Data regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	<i>Not completed.</i> SFSF and SLDS funds support development.	See Capability 1.
12	Data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education	<i>Not completed.</i> SFSF and SLDS funds support development.	See Capability 1

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Support Letters** Pages: **1** Uploaded File: **slds support letters.pdf**



State of West Virginia
Joe Manchin III
Governor

Office of the Governor
State Capitol
1900 Kanawha Boulevard, East
Charleston, WV 25305

Telephone: (304) 558-2000
Toll Free: 1-888-438-2731
FAX: (304) 342-7025
www.wv.gov.org

November 16, 2009

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, Southwest
Washington D.C., 20202-008

Dear Secretary Duncan:

West Virginia's proposal for funding for the Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009 has been collaboratively developed by the West Virginia Department of Education and the West Virginia Higher Education Policy Commission.

The West Virginia Department of Education and the West Virginia Higher Education Policy Commission are submitting a competitive grant application for a three-year grant to complete a P-20 (birth to workforce) longitudinal data system meeting the twelve America COMPETES elements, focusing on elements of a P-20 data system, data integrity and quality, data for decision making, and teacher preparation data.

My office in support of this important data system has already provided substantial support for initiating a data repository for matched and shared data housed at WNET and available to educators and researchers. With its three-year grant, West Virginia further proposes to:

- create a data repository linking The West Virginia Education Information System (WVEIS) public P-12 data system to the higher education system and workforce and to the West Virginia Birth to Three program for special needs children,
- improve data quality to current national standards to ensure data for accountability and improvement are accurate,
- make data readily available in a useful format to students, parents, educators and researchers to increase student achievement and school improvement, and
- provide electronic linkage between WVDE and school districts for teacher preparation and certification data and a system to track professional development at the local level.

Again, thank you for this opportunity. If you have any questions, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Manchin III".

Joe Manchin III
Governor

JM:ebc

David K. Hendrickson
Chair



Brian Noland
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-0699
www.hepc.wvnet.edu

November 25, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

It is with great pleasure that I write in support of the West Virginia Department of Education's request to the U.S. Department of Education for resources to help implement a comprehensive P-20 data system.

The West Virginia Higher Education Policy Commission (HEPC) has a strong interest in collaborating with the West Virginia Department of Education, as well as other state agencies, in the sharing of information that supports implementation and achievement of HEPC's strategic plans for higher education throughout West Virginia. Undergirding the statewide higher education master plan is a foundation of longitudinal data that enable HEPC to assess postsecondary access, cost and affordability, learning, innovation, and economic growth. Information is the foundation on which much of the long-term vision for West Virginia higher education rests.

HEPC has a strong background in collecting longitudinal education data, having developed a comprehensive statewide longitudinal system containing uninterrupted data since 1997. However—as the U.S. Department of Education and many others have recognized—education is a lifelong trajectory for which longitudinal data spanning each stage of life are needed. To this end, HEPC has already begun working with the West Virginia Department of Education, the Community and Technical College System of West Virginia, and Workforce West Virginia to connect higher education data with K-12 and employment data.

Support from the U.S. Department of Education will enable us to build on the initial efforts underway in West Virginia in order to develop a truly statewide data warehouse containing

November 25, 2009

Page 2

data from a variety of agencies. For this reason, the Higher Education Policy Commission strongly supports the West Virginia Department of Education's application to develop WV's SLDS and is committed to working closely with the Department as it expands the use of electronic student records to improve both K-12 and higher education.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Noland", with a long horizontal flourish extending to the right.

Dr. Brian Noland, Chancellor
West Virginia Higher Education Policy Commission



WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

Robert L. Brown, Chair • James L. Skidmore, Chancellor

November 23, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

It is with great pleasure that I write in support of the West Virginia Department of Education's request to the U.S. Department of Education for resources to help implement a comprehensive P-20 data system.

The Community and Technical College System of West Virginia (CTCS) has a strong interest in collaborating with the West Virginia Department of Education as well as other state agencies in the sharing of information that supports our efforts to enhance educational access, provide high quality graduates, and foster workforce development.

CTCS has a strong background in collecting longitudinal education data, collaborating with the West Virginia Higher Education Policy Commission to maintain a comprehensive statewide longitudinal system dating back to 1997. These data have come to play an important role in the planning and development of West Virginia's community and technical college system. However, it is paramount to our mission that we also have the capacity to assess the impact of our system on students' workforce participation.

Support from the U.S. Department of Education will enable us to build on the initial efforts underway in West Virginia in order to develop a truly statewide data warehouse containing data from a variety of agencies. For this reason, the CTCS strongly supports the West Virginia Department of Education's application to develop WV's SLDS and is committed to working closely with the Department as it expands the use of electronic student records to improve both K-12 and postsecondary education.

Sincerely,

A handwritten signature in black ink, appearing to read "James L. Skidmore".

James L. Skidmore
Chancellor

DANIEL K. INOUE, HAWAII, CHAIRMAN

ROBERT C. BYRD, WEST VIRGINIA
PATRICK J. LEAHY, VERMONT
TOM HARKIN, IOWA
BARBARA A. MIKULSKI, MARYLAND
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CHRISTOPHER S. BOND, MISSOURI
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United States Senate

COMMITTEE ON APPROPRIATIONS
WASHINGTON, DC 20510-6025
<http://appropriations.senate.gov>

CHARLES J. HOUY, STAFF DIRECTOR
BRUCE EVANS, MINGRITY STAFF DIRECTOR

November 19, 2009

Ms. Betty Jordan
Executive Assistant to the State Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Boulevard, East, Building 6
Charleston, West Virginia 25305-0330

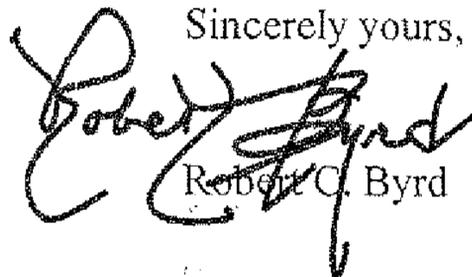
Dear Ms. Jordan:

Thank you for your letter, in which you advised me that the West Virginia Department of Education will be submitting a grant application to the U.S. Department of Education, under the Educational Technical Assistance Act of 2002 Grant Program for Statewide, Longitudinal Data Systems. I appreciate your writing to me.

As my staff member informed you by telephone, it has long been my belief that I may best lend my assistance to West Virginia applicants by writing directly to the funding agency after a proposal has been officially submitted. Unless I hear from you otherwise, I will plan to send a letter to the responsible officials at the Department of Education on November 30, 2009, to express my interest in the application. In addition, I will request a comprehensive status report about the application, including the dates of all significant reviews and of the final decision. Any information that I receive in response to my inquiry will be promptly forwarded to you.

With kind regards, I am

Sincerely yours,



Robert C. Byrd

RCB:bwb



**HOUSE OF DELEGATES
WEST VIRGINIA LEGISLATURE**

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PHONE (304) 340-3265
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MARY M. POLING, Chair
COMMITTEE ON EDUCATION
LOCAL CONTACT INFORMATION
ROUTE 1, BOX 331
MOATSVILLE, WV 26405
PHONE: (304) 457-2206
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www.legis.state.wv.us

Committees:
House Rules
Finance
Agriculture

November 17, 2009

The Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Ave. SW
Washington, D. C. 20202-0008

Dear Secretary Duncan:

Please note my support of West Virginia's P-20 Longitudinal Data System Grant Proposal.

As evident by the enactment of statute W. Va. Code §18B-10-10, West Virginia is committed to establishing and maintaining a longitudinal student unit record data system that educators and policymakers can use to analyze and assess student progress beginning with early learning programs and continuing through post-secondary education and into employment.

West Virginia's Higher Education Policy Commission, Council for Community and Technical College Education and State Board of Education have designed, built and deployed some of the fundamental components of a longitudinal data system and have engaged in extensive efforts to link and use available education data effectively. Now, it is necessary to integrate and manage the various education data components in a cooperative manner to establish a data-driven, decision-making environment for this state's education system.

While ensuring compliance with all legal requirements protecting student privacy and personal information from intentional or accidental release to unauthorized persons and from unauthorized purposes, sound data collection, reporting and analysis are critical to building an education system capable of ensuring that all West Virginia students are adequately prepared for college and the global workforce.

Sincerely,

Mary M. Poling, Chair
House Education Committee

MP/dm

United States Senate

WASHINGTON, DC 20510-4802

November 16, 2009

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, Southwest
Washington, D.C. 20202-0008

Dear Secretary Duncan,

The West Virginia Department of Education is collaborating with the West Virginia Higher Education Policy Commission on a proposal for funding through the Statewide Longitudinal Data Systems competition under the American Recovery and Reinvestment Act of 2009. During a three-year period these organizations propose to complete a P-20 (birth to workforce) longitudinal data system that will bring together and make interoperable several existing components including the West Virginia Education Information System (WVEIS) that contains public P-12 data, a comparable higher education system, and the West Virginia Birth to Three program for special needs children. Today more than ever it is critical that students experience seamless transitions from P-12 schools to post-secondary education and into the workforce. Therefore data on student performance, achievement, and career readiness must be able to flow across these critical junctures to students, parents, teachers, administrators, researchers, and policy-makers for decision-making and continuous school improvement.

The two organizations in this effort represent West Virginia's key public education policy makers. As such they are well positioned to work jointly to improve data quality and to provide that data in useful formats for all stakeholders.

I am very familiar with the peer-review mechanisms that agencies employ in their grant-making. Thus, I appreciate that the Institute you direct uses this same approach to gauge the quality of its grant submissions and inform its decision-making process. I hope you will give this application full and thorough review.

Sincerely,



John D. Rockefeller IV



ROBERT H. PLYMALE
P.O. Box 519
CEREDO 25507

The Senate of West Virginia

Charleston

COMMITTEES:
EDUCATION (CHAIRPERSON)
CONFIRMATIONS
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GOVERNMENT ORGANIZATION
PENSIONS

November 19, 2009

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

Dear Secretary Duncan:

I am writing in support of West Virginia's grant proposal for a P-20 Longitudinal Data System Grant. The upgraded data system would benefit West Virginia in so many ways. From my perspective, the lack of integration between the P-12 data system and the post secondary data system has been a problem since well before I became Chair of the Senate Education Committee in West Virginia. The upgraded system linking the data systems would be invaluable in giving the Legislature more data to use for making better policy decisions.

Additionally, making the data readily available in a useful format would provide students, parents, educators and researchers with needed data that would greatly assist in increasing student achievement and making other school improvements. Of course, increasing the data quality is extremely important for all purposes.

Thank you for your consideration of our statewide longitudinal data system grant proposal. The data system would benefit West Virginia immensely.

Sincerely yours,

Robert H. Plymale
Co-Chair

NCSL Task Force on Federal Education Policy

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **SLDS Budget Narrative WV Pages: 9** Uploaded File: **slds Budget Narrative dec 3 (2).pdf**

Budget Narrative

Total Budget Request for all proposals in the SLDS grant application\$14,818,935

Goal 1- P-20 Longitudinal Data System SLDS Cost \$ 4,827,000

The P-20 Longitudinal Data System will be jointly funded by State Fiscal Stabilization Funds (SFSF) set aside by Governor Joe Manchin, III and the SLDS funds offered through this grant. Recognizing such a rich and informative set of data for trend analysis and program evaluation is essential to the growth of the state, the Governor has committed his support to expedite development of the system. The system will require approximately \$9,327,000 to build. This is an initial build of an information system accepting input from a variety of agencies who have not previously collaborated on such a project. The Governor’s \$5,000,000 SFSF contribution toward the system allowed initial work to begin on the system in fall 2009. The SLDS grant will provide the remaining amount needed for the startup and initial implementation phases of the project. Prior to the end of the SLDS grant period, the Governing Board, WVDE and HEPC will determine the staffing needs for sustaining ongoing implementation of the P-20 data system and will identify sources for permanent funding, including realignment of existing resources and additional funding.

Personnel

Five employees will work full-time with the agencies on the initial design and implementation of the system (WVNET, HEPC and WVDE). In year one of the grant, positions will be funded by the Governor’s SFSF contribution. For years two and three of the SLDS grant, all salaries will be paid by SLDS funds.

- P-20 Project Director – 1.0 FTE
- Four P-20 programmer/analysts – 1.0 FTE

P-20 Project Director. One employee will serve in a management position for the P-20 project and will work for education, both public and postsecondary. This employee will coordinate the efforts to include data in the P-20 warehouse from agencies, such as Workforce (year two), Department of Health and Human Service and Military Affairs (year three). The Director will work with WVNET on procurement of hardware and software to be used with the P-20 system and ensure standards are met by each participating agency.

P-20 Programmer/Analysts. Four programmer/analysts will be employed, two at WVNET, one at WVDE and one at HEPC. These programmers will assist with the data extractions from the various systems and the loads of the data into the warehouse. They will also perform development work for custom reports as time permits.

○ Salaries year 2	\$365,000
○ Fringe year 2	120,450
○ Total for year 2	\$485,450
○ Salaries year 3	\$365,000
○ Fringe year 3	120,450
○ Total for year 3	<u>\$485,450</u>
Total Salaries and fringe benefits	\$970,900

Travel for staff, Governing Board and Management Team

- The P-20 Governing Board will meet monthly for the first four months of the project and then will meet semi-annually for the next three years. Additional meetings will take place through webinars. These expenses will be paid with the SFSF funds. The Management Team will meet as frequently as necessary to implement the standards and protocols approved by the Board. For agency members of the team, expenses will be paid by the agency. There will be 8 non-state employees on the Team and their expenses will be paid through the grant.

○ Annual Travel for Technical Board	\$ 22,500
○ Annual Staff Travel	<u>\$ 21,000</u>
Total travel for three years	\$130,500

Hardware purchases

The P-20 system will be built as a separate entity from the databases the agencies maintain from which source records of students and employees will be extracted and subsequently matched and stored in the P-20 warehouse. Separation will allow WVNET to maintain the integrity and privacy of records that will be kept there, with only WVNET P-20 staff having access to all records in the warehouse. The cost of building the separate system will be supported by the SFSF funds.

Contracted Services

A contracting firm with extensive state experience building P-20 systems is being contracted through the SFSF funds to work with the Governing Board to develop policies, protocols and procedures for the P-20 longitudinal data system. In addition, the contractor will work with the Management Team to create a P-20 Data Dictionary, assisting in the selection of the data elements to be stored in the warehouse and determining business rules that must be applied to all data. While the work with the Board is covered by SFSF funds, the remainder of the contract will be a part of SLDS acquisition. In addition to the databases, software required for storage and software for automatic loads into the warehouse from all participating agencies, identification matching and validation, report generation and analytical programs will be purchased. Contracted custom programming will be required for WV specific needs.

○ Contract costs year one	\$2,375,000
○ Contract costs year two	\$ 800,000
○ Contract costs year three	<u>\$ 250,000</u>
Total of these contracts	\$2,425,000

Incorporation of Birth to Three records into P-12 and P-20 in cooperation with the Department of Health and Human Resources

In order to be able to incorporate a statewide student identifier into records of children in the Birth to Three programs, both WVEIS and DHHR program software must be modified. The work will be completed by contractors for each agency. Additional work with writing customized reports will be absorbed by each agency's existing programming staff.

- **Total cost of contractors** **\$ 500,000**

Goal 2 - Data Integrity and Accuracy **Total Cost** **\$1,679,250**

This goal has application and implications for all goal areas of this grant application. The data quality and accuracy of warehoused data is critical to the usability of the system. WVDE has a need to revamp the data collection system that has grown up over the last 19 years. The system has become fragmented and some of the business rules have been lost or misinterpreted over the years. This proposal is to formalize the data dictionary and include business rules for those elements. This piece dove-tails with the more extensive data dictionary of the P-20 system and is a basic component of it. WVEIS staff will work with the contractor to create a new data dictionary and to provide a customize and standardized data collections program to ensure the data collected are accurate and adhere to the standards and business rules. The contractor will work with WVDE staff over the life of the grant with most of the work occurring late in the first year and early part of the second.

Personnel

A person will be hired full-time as the manager of the goal. The employee will work with internal staff and the contractor to coordinate this critical goal. This employee will do the investigation work into the data elements and the background and rules surrounding the elements. This employee will work with the contractor who will be developing the web training on data quality to ensure all users of the system are acquainted with this information and know how to use it.

- Data Quality Manager – 1.0 FTE
 - Annual salary and fringe benefits \$99,750
 - Total salary and fringe benefits for 3 years** **\$299,250**

Contractual

The contractor building the P-20 dictionary also will build the P-12 Dictionary to ensure that the data elements and business rules are consistent. While ensuring the elements have good definition behind them, it is also imperative that the WVEIS collections system be upgraded to ensure accurate data are collected.

- Data Dictionary cost is included with the build of the P-20 dictionary
- Data Collection/validation system year 1 \$880,000
- Data Collection/validation system year 2 \$250,000
- Data Collection/validation system year 3 \$250,000
- Total cost** **\$1,380,000**

Goal 3 – Provide easily generated data for continuous school improvement and student achievement. **Total Cost** **\$1,777,250**

Teachers currently may access the education records for their students, including an assessment record which is maintained longitudinally with the statewide accountability test results. Calling on the knowledge of effective teachers and principals, this proposal will establish Continuous School Improvement Visioning Teams to guide the development of computer modules and electronic resources that will provide specific informational displays and early warning alerts

related to the changing information about their students as individuals and their class as a whole. It will provide actionable data for the educator to make a difference in the classroom.

Personnel

Employ one person who will manage these activities.

- Continuous School Improvement Manager - 1.0 FTE
- Annual personnel cost with fringe benefits \$99,750
- Total salary and fringe benefits for 3 years \$299,250**

Travel

Educators on the Continuous School Improvement Visioning Team will have a three year commitment involving travel. They will attend a week long development session in the summer of each year followed by three day long meetings throughout the year to test and make recommendations on the products being developed.

- Annual Travel cost \$130,000
- Total travel for three years \$390,000**

Contracts

The work of developing programs for viewing the student information will require a program modification in WVEIS to the current assessment record. Contracts will be needed with external vendors who can supply benchmark and formative data from their assessment software under existing assessment contracts with the state. The all student assessment results will be displayed in one location for the educator to have a complete picture of the student’s performance across multiple measures. A second contract will be issued for programming services to bring the educator “visions” to reality. Educator effectiveness relies on being able to look at student data from a variety of viewpoints. Following these data and acting on them will improve educator and student performance. Parents and students are equal partners in the education of a child, so parent access to the student records in order to track performance is essential. Software will be purchased to provide parents and students a view of their educational records.

- Year 1 \$290,000
- Year 2 \$800,000
- Year 3 \$800,000
- Total contractor cost \$1,890,000**

Stipends

Continuous School Improvement Visioning Team members will be asked to attend meetings outside their normal work days to minimize the impact on any school from the absence of an educator. A weeklong working session will be held once per summer during the three summers of the grant. There will be three follow-up days during the school year as products are completed and ready for testing. Educators will be paid for their participation in these meetings.

- Stipends year 1 \$96,000
- Stipends year 2 \$96,000
- Stipend year 3 \$96,000
- Total Amount of Stipends \$288,000**

Goal 4 - Connect teacher preparation, certification, evaluation and professional development information for continuous improvement. Total Cost \$2,122,200

In order to provide a profile of an educator with factors such as licensure, evaluation and professional development all linked to their students' academic achievement, WVEIS modifications and enhancements will be developed. First, the link from WVDE licensure databases will be made directly to the WVEIS databases to eliminate the data entry at the LEA level. Once licensure has been granted, the information about the license will automatically populate the appropriate WVEIS files. A Contract programmer will accommodate this part of the objective. The second part of the objective is to provide input screens for entry of educator participation in professional development linked to specific standards, and of scores on the evaluation rubrics. Other factors such as the educator's preparation institution and their student achievement growth factors are already a part of WVEIS. Linkages to the new information and reports from that data require custom programming which will be contracted. Finally, contracted programming will be required to modify higher education institutions' data systems to accept and send electronic transcripts. Receiving electronic transcripts from the degree granting institutions will allow for quicker processing of license application and an easier way to get the information into the electronic data system.

Travel

A group of 15 people from higher education institutions and public education will meet to make recommendation, review and then pilot the programs developed in this goal area for professional development, evaluation and connection to student growth and educator preparation. These will be one day meetings held as development is completed on each module.

- Year 2 \$36,100
- Year 3 \$36,100
- **Total Travel \$72,200**

Contractual

Contracts will be issued for software acquisition to record professional development participation and for an online evaluation data input system. In order to provide a complete electronic record of the preparation factors for an educator, modifications will be made to the IHE's student management systems to electronically send and receive transcripts. WVDE will modify the licensure system to receive the electronic transcript from IHEs for perspective teachers. Having this information will complete the cycle for having the educator information needed to determine effective educators. Displays will be developed based on stakeholder input and WVDE educator quality initiatives. This software will run within WVEIS and selected data elements will be stored in the P-20 system

- Year 1 \$ 200,000
- Year 2 \$1,640,000

- Year 3 \$ 350,000
- Total Contracts** **\$2,190,000**

Overall SDLS Grant Project Administration Costs \$ 574,150

WVDE has few spare resources to assume the added work proposed in this grant application. Consequently, most of the work will be contracted. Although internal WVDE staff will be assisting in every aspect of the work, it is imperative that one person be responsible for keeping the work moving and being completed on time. A general project manager will be hired to oversee all the proposals of the grant.

Personnel

- General project manager annual personnel cost with fringe benefits \$113,050
- Total cost** **\$339,150**

Travel

- Annual travel expenses for two staff to national meetings \$ 3,000
- Annual In-state Travel \$ 15,000
- Total travel cost for staff** **\$ 54,000**

Equipment

- ***Computer workstations*** **\$ 22,500**

Supplies

- Annual Supplies for Grant Office \$ 10,000
- Total grant office supplies** **\$ 30,000**

Contracts

Since the total SDLS application is closely connected, WVDE plans to deliver professional development on all aspects of the grant through an established mechanism, contracts with the eight Regional Education Service Agencies. These agencies are already involved in the areas of school improvement, continuous student growth and using data for school improvement. Each of the eight has a training lab and video conferencing equipment and has years of experience delivering professional development and computer application use training. The contracts will extend for the entire three years of the grant and will be distributed based on the number of educators and students in the regions they serve. Regional Centers can add staff as needed to meet the demands of this additional burden.

- Annual contract for regional centers \$ 800,000
- Three year contract for regional centers \$2,400,000

<ul style="list-style-type: none"> • Project Evaluation 	<u>\$ 125,000</u>
Total Contracts	\$3,325,000
Total Costs for Administration and Overall Professional Development	\$ 3,770,650
Total Grant Request	\$13,810,750
Indirect costs (7.3%)	\$ 1,008,185
Grand Total of Request	\$14,818,935

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **SLDS Budget Detail Pages: 3** Uploaded File: **slds budget detail dec 2.pdf**

West Virginia Budget Detail

	Year 1	Year 2	Year 3	Total
Personnel	\$235,000	\$600,000	\$600,000	\$1,435,000
Fringe Benefits	\$77,550	\$198,000	\$198,000	\$473,550
Travel	\$191,500	\$227,600	\$227,600	\$646,700
P-20 Technical Team 1–5 weekly meetings per year	\$22,500	\$22,500	\$22,500	
P-20 Staff Travel (5)	\$21,000	\$21,000	\$21,000	
Educator Visioning Team (Summer workshop 5 days)	\$130,000	\$130,000	\$130,000	
40*\$2000 +3 follow-up meetings throughout the year				
Staff Travel (for 3-\$3000 for national meeting and \$5000 for each staff member)	\$18,000	\$18,000	\$18,000	
Teacher Profile Team (15 participants)		\$36,100	\$36,100	
Equipment	\$22,500			\$22,500
Computer Work Stations for 9 staff				
Supplies	\$10,000	\$10,000	\$10,000	\$30,000
Office supplies for grant staff				
Contractual	\$4,050,000	\$4,290,000	\$2,575,000	\$10,915,000
Development of P-20 Data Dictionary	250,000	250,000	125,000	
Policies and Procedures P-20		\$125,000	\$125,000	
Data Elements selection for P-20	\$125,000	\$125,000		
Birth to Three interface with WVEIS	\$5,000			
On-line web development for training	\$100,000	\$300,000	\$300,000	
Software purchases ERP system Analytical Tools Report Writers	\$1,500,000	300,000		

Data Submission and validation software	880,000	250,000	250000	
Programming new WVEIS assessment screen	\$190,000			
Programming modification HEI software for accepting and sending PESC standard transcripts		\$140,000		
Programming to interface license data to WVEIS (including accepting perspective teacher electronic transcript)		\$150,000		
PD module to hold employee training participation within WVEIS		1,000,000		
Parent/student portal for access to student data		500,000	500,000	
Education Effectiveness programming integrate educator information with student performance data for showing student performance growth and educator preparation	200,000	350000	350000	
Contract with RESAs for PD and training	800,000	800,000	800,000	
Contract for grant evaluation			125,000	
Total	4,586,550	\$5,325,600	3,610,600	\$13,522,750
Indirect Costs	334,818	388,769	263,574	\$987,161
Stipends	96,000	\$96,000	\$96,000	\$288,000

Educator Visioning Team (Summer workshop 5 days plus 3 days)	96,000	96,000	\$96,000	
Grand Total	\$5,017,368	5,810,369	\$3,970,174	\$14,797,911