

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120007

Grants.gov Tracking#: GRANT11025793

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="12/14/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="AK Dept. of Ed. & Early Development"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="926001185"/>	* c. Organizational DUNS: <input type="text" value="8093868240000"/>	
d. Address:		
* Street1: <input type="text" value="P. O. Box 110500"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Juneau"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="AK: Alaska"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="99811-0500"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="AK Dept. of Ed. & Early Develo"/>	Division Name: <input type="text" value="Teaching and Learning Support"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Stephanie"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Butler"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Program Operations"/>	
Organizational Affiliation: <input type="text" value="Alaska Commission on Postsecondary Education"/>		
* Telephone Number: <input type="text" value="907-465-6743"/>	* Fax Number: <input type="text" value="907-465-3293"/>	
* Email: <input type="text" value="STEPHANIE.BUTLER@ALASKA.GOV"/>		

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

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

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

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

Link postsecondary and workforce data to the State's K-12 data system for Alaska P-20W Statewide Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Add Attachments

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

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

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

* a. Federal	<input type="text" value="4,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,000,000.00"/>

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

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

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

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Stephanie Butler</p>	<p>* TITLE</p> <p>AK Commissioner of Dept. of Ed. & Early Devel</p>
<p>* APPLICANT ORGANIZATION</p> <p>AK Dept. of Ed. & Early Development</p>	<p>* DATE SUBMITTED</p> <p>12/14/2011</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

AK Dept. of Ed. & Early Development

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Hanley Suffix:

* Title: AK Commissioner of Dept. of Ed. & Early Devel

* SIGNATURE: Stephanie Butler

* DATE: 12/14/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Ms. Stephanie J Butler

Address:

* Street1: P. O. Box 110505
 Street2:
 * City: Juneau
 County:
 * State: AK: Alaska
 * Zip Code: 99811
 * Country: USA: UNITED STATES

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

(907) 465-6743 (907) 465-329

Email Address:

STEPHANIE.BUTLER@ALASKA.GOV

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #: I.B.(1) and I.B.(4)

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Ed Supplemental Information for SF-424.pdf

Delete Attachment

View Attachment

DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF-424
SLDS Recovery Act Grants Application

The proposed research is exempt under I.B.(1) based on its being specifically designed to improve instruction by comparing data, such as graduation rates among different student populations. The research further qualifies for exemption under I.B.(4) based on its using only existing data which will have all personally identifiable information stripped, and will also be subject to other controls such as small cell suppression, to ensure subjects cannot be individually identified, directly or indirectly.

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract: Alaska Statewide Longitudinal Data System

The Alaska Department of Education and Early Development (DEED) is applying for \$4,000,000 over three years from the Institute for Education Sciences Grants for Statewide Longitudinal Data Systems under CFDA Number 84.372, and will contribute \$1,678,746 in kind for the Alaska SLDS project. DEED is proposing the linking of Alaska's current K-12 data system with postsecondary and workforce data, a Priority 3 application. This effort will provide critical information to Alaska's policymakers, educators, and general public about Alaska's education pipeline, including student transitions and performance in postsecondary education and workforce systems.

The Alaska State Longitudinal Data System (Alaska SLDS) will initially link data from the Alaska Department of Education and Early Development (DEED), the Alaska Commission on Postsecondary Education (ACPE), the University of Alaska, and the Alaska Department of Labor and Workforce Development (DOLWD). The data will include K-12 student demographics, program participation, assessments, performance, financial aid, and interventions; postsecondary enrollment, remediation, and success; teacher preparation, demographics, certification, and employment data; and information about individuals' employment, their related industry, employer information, and earnings, among other data-related elements. In addition, Alaska's DOLWD collects information on workers' occupations, unique to only a handful of states, and will incorporate this data in order to better link educational efforts to labor force demands. DEED will serve as fiscal agent; however, the system will be built and maintained by ACPE and function under the direction of a multi-agency governance structure.

The primary function of the Alaska SLDS is to build upon the efforts of Alaska's agencies to create a cohesive state data system and a data governance model that fosters a climate that supports data sharing to meet the state's information needs for understanding and improving state policy. In order to do this, the project is divided into six phases: (1) plans for development of the system; (2) create the SLDS hardware and software environment; (3) develop the longitudinal data system; (4) create reports and a portal to make information available; (5) provide extended training to help users access and utilize the data to better inform policy and practice to improve educational and workforce outcomes; and (6) create and implement a sustainability plan. The primary overarching goals of this project are to:

- develop a governance model with a team of leaders engaged in the practice of using data to inform decision making and who understand the value of this process for the state;
- create a secure, state longitudinal data system that allows data about K-12 students, teachers, college students, and industry to be linked together accurately and securely so they can be used to better understand and inform policy makers on the education to workforce cycle; and
- create reports, dashboards, and other information products that provide the right information to the right people in the right formats to better inform research and policy making; provide support to help the data users better utilize the system to improve education and workforce outcomes in Alaska; and, increase transparency around educational outcomes, generally.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

ALASKA STATEWIDE LONGITUDINAL DATA SYSTEM

Project Narrative

On behalf of the state of Alaska, the Alaska Department of Education and Early Development (DEED) is applying for \$4,000,000 from the Institute for Education Sciences (IES) Statewide Longitudinal Data Systems grant under Priority 3 for linking Alaska's K-12 data system with postsecondary and workforce data in order to provide policymakers and educators needed information about the linkages across the education and workforce systems. Total project costs are budgeted at \$5,678,746, with the difference being allocated to ACPE as in-kind contributions to the project.

A) NEED FOR THE PROJECT

As an expansive and geographically challenging state with a resource extraction-based economy, Alaska faces a number of unique challenges. In the early decades of this relatively young state's history there was a wealth of high-wage jobs that required minimal education beyond high school, luring many young Alaskans into the workforce instead of pursuing postsecondary education. This situation has encouraged a high in-migration of nonresident workers who compete for jobs requiring higher skills and education, but who are not permanent Alaska residents. Nearly 20% of workers in Alaska each year migrate from outside the state. While some level of nonresident hiring is to be expected, such high rates impose costs to the state, and emphasize the need to prepare Alaska youth for high-wage employment opportunities in more highly skilled jobs.

This influx of highly skilled and trained workers has resulted in Alaska having one of the highest proportions of adults age 25 and over with a high school diploma or above (90 percent).¹ However, the outcomes for resident youth are not as encouraging. Alaska is ranked 51st in the nation in the rate of high school graduates going to college (45.7%)² and has the second highest public high school dropout rate in the nation (7.3%).³ The picture is clear – many jobs requiring higher skills and education are being filled by nonresidents, while Alaska ranks at or near the bottom in training its own residents. Alaska ranks 42nd in terms of the percentage of ninth graders who graduate from high school,⁴ and 50th in terms of the number of ninth graders who complete a bachelor's degree within ten years.⁵

Low levels of educational attainment clearly have an implication for employment opportunities for Alaska's youth. Although our statewide unemployment rate remains well below the national average, we have the 13th highest rate of 16 to 19-year-olds not in school and not working.⁶ This situation is even more troubling as we consider future employment prospects in the state. The Alaska Department of Labor and Workforce Development (DOLWD) projects that for those jobs with the brightest growth prospects and greatest number of openings over the next ten years that

¹ NCES Digest of Education Statistics: 2010, Table 11.

² NCES Digest of Education Statistics: 2010, Table 211.

³ NCES Digest of Education Statistics: 2010, Table 113.

⁴ NCES Trends in High School Dropout and Completion Rates in the United States: 1972-2008, Table 13.

⁵ Research conducted by NCHEMS, based on NCES data.

⁶ Annie E. Casey Foundation, Kids Count Data Center, information for 2007.

pay above median wages, over one-half will require at least an associate's degree, and one-third will require a bachelor's degree or greater. Teen dropouts lacking employment opportunities are the root cause of even more devastating social ills in Alaska. Our child and teenage injury/death rate is the highest in the nation – 70% higher than the national average.⁷ Suicide and attempted suicides are the leading cause of death and hospitalization among 15 to 19-year-olds in Alaska.⁸

Obviously, many opportunities exist to improve Alaskans' quality of life by improving educational opportunities and outcomes that prepare our youth for highly-skilled, high-paying jobs. To effectively leverage these opportunities, however, data sharing and analysis must occur among the state's K-12, postsecondary and labor force agencies to ensure potential workers have the opportunities and resources required to enhance their skills and knowledge in those areas in demand in the labor market. Alaska has been building the infrastructures to better collect and utilize data about students in our systems, with technical support and guidance from the IES SLDS program. Still, the data infrastructures that would allow us to understand how people transition from sector to sector are too limited in terms of capacity to provide the kinds of data needed to adequately inform policymakers and educators.

Education Funding and Outcomes

While in some states poor educational outcomes may be associated with lower levels of funding, this is not the case in Alaska. Providing educational services in Alaska is expensive. The system serves a largely rural, geographically isolated population. More than one-quarter of Alaska's 500 public schools serve fewer than 50 students. One school district covers more square miles than the state of Minnesota yet serves fewer than 2,000 children spread across ten villages. Providing high quality educational resources across all these small schools is expensive and challenging. Many school consolidation efforts possible in other states simply have not been a possibility in Alaska because of its size and geography.

Given this challenge, it is not surprising Alaska has one of the highest education funding levels in the country. Alaska ranks first in terms of per capita funding of state and local government dollars for education for all educational general expenditures (\$4,387 per capita compared to the U.S. average of \$2,717), second in elementary and secondary expenditures (\$3,258 compared to the U.S. average of \$1,860) and eighth in terms of college and university expenditures (\$1,004 compared to the U.S. average of \$734).⁹ According to the Delta Cost Project, Alaska currently spends more than twice the national average to produce a credential at four-year institutions -- \$141,705 at public research institutions and \$107,398 at public comprehensive universities, compared to national expenditures of \$64,179 and \$54,167, respectively. This is about four and one-half times as much to produce a credential at a community college -- \$223,231 on average per credential compared to \$46,759 nationally.

With funding levels near the top of the nation producing such low outcomes in terms of educational attainment, Alaska needs better information to find ways to serve every student more effectively. This requires data that cross agency boundaries and the ability to follow students as they transition from K-12 to postsecondary and into the workforce. It is impossible to increase

⁷ Annie E. Casey Foundation, Kids Count Yearbook, 2010.

⁸ Annie E. Casey Foundation, Kids Count Yearbook, 2006-2007, 2010.

⁹ NCES Digest of Education Statistics: 2010, Table 32.

college-going rates without a good idea of which students are least likely to attend college and which students and schools need to be the focus of attention. It is also impossible to understand where alignment issues exist between the education systems and employment needs without first identifying and understanding what types of students are entering and staying in the workforce, and what the job markets require for the workforce of the future.

Alaska Data Systems

Alaska has longitudinal data systems within each of the four participating agencies (DEED, ACPE, UA, and DOLWD) for this project. These will serve as the foundation blocks for the Alaska SLDS. The system will integrate data from these four sources. This initiative is well-timed given the recent amendments to the Family Education Rights and Privacy Act (FERPA). The revised regulations provide guidance to the SLDS project by clarifying Alaska's abilities to share data across agencies, and the responsibilities the state assumes by doing so. The clarification of FERPA occurred at an opportune time as we work to build an efficient, powerful and protected system to perform longitudinal research in the state.

K-12 Data Systems

In FY06, DEED received a \$3.5 million award from the IES, to build a statewide K-12 longitudinal data system. This fueled a statewide effort to meet NCLB's present and future challenges regarding education data by unifying over 20 disparate data collections, involving schools using myriad reporting methodologies, into one unified data structure, utilizing uniform reporting methods, and delivering accurate, timely and accessible K-12 student-level data to stakeholders. A major goal of that undertaking, the Unity Project, was to create a statewide longitudinal system for Alaska's K-12 students to allow for more effective decision-making among K-12 professionals. The K-12 SLDS goal was broad in scope with a total of seven phases, only the first four of which were funded in the FY06 federal grant. Although the federal grant period has ended, Alaska has continued work on Phases V and VI. Components of Phase VII, specifically the certified and classified staffing data collections, were completed in Phase IV. The completion of Phase VII will allow staff to facilitate linkages between teachers and the students they teach. Regulations are currently being promulgated to define the components of rigorous curricula as they relate to eligibility for the state's new merit based scholarship. It is expected that efforts to collect student transcript data and teacher linkages will be significantly enhanced as the state's new Alaska Performance Scholarship (APS) becomes part of the Alaska education culture. However, it is also imperative that momentum on the Alaska SLDS project not be slowed as the state fully implements APS. The next logical step is linking the increasingly robust OASIS (Online Alaska School Information System) data sets with postsecondary and workforce data, so Alaska can answer pressing policy questions to determine what works and better allocate increasingly scarce resources to maximize student opportunity for success.

The deployment of OASIS accomplished several goals critical to the functionality of a P-20W¹⁰ longitudinal data system. It electronically eliminated barriers to district-level reporting and

¹⁰ Relative to P-20W linking, it should be noted that pre-school in Alaska is provided in a de-centralized fashion and will be addressed in a later expansion effort relative to SLDS. Nevertheless, SLDS development in Alaska will be undertaken with the expectation that pre-kindergarten information will be included in the future.

created statewide data snapshots. It also enhanced the state-level framework for collecting individually identifiable records for all public K-12 students by automating and establishing common protocols for the process. Alaska proposes to leverage the foundational K-12 work to design and deploy the K-12 SLDS into other areas of education, including institutions of higher education, and to coordinate with other state agencies to track student outcomes once they leave Alaska's education system and progress (or fail to progress) on to additional education or employment. DEED work to date on OASIS, cultivated stakeholder buy-in—an essential element given Alaska's isolated districts and historically disparate methods for sharing information.

These prior efforts have set the stage and the State of Alaska considers this new proposal a priority, recognizing the importance of moving forward now with the SLDS expansion to avoid the costs associated with delaying progress and the risk of losing momentum.

Postsecondary Data Systems

As the context within which postsecondary data is proposed to be shared and governed within the Alaska SLDS, it is helpful to understand Alaska's higher education administrative and governance model. The University of Alaska (UA) is the state's higher education system. The system's president serves as UA's chief executive officer, and is Alaska's academic State Higher Education Executive Officer (SHEEO). The institution is organized around three main administrative units, each of which has responsibilities for administering multiple satellite campuses spread across a state that is one-third the size of the contiguous 48 states. UA data are managed through the system offices under the purview of the UA president's office.

The Alaska Commission on Postsecondary Education (ACPE), funded by the Alaska Student Loan Corporation (ASLC), is an enterprise agency of the State of Alaska, charged in statute with administering student financial aid, licensing postsecondary institutions to operate in Alaska, and promoting access to and success in education and career training beyond high school. ACPE's executive director is Alaska's SHEEO relative to student financial aid administration and institutional authorization. The Commission's administrative staff serves as the staff of the Corporation. They carry out ASLC activities through the delegated authority of the ASLC Executive Officer, who is also the Executive Director of ACPE.

At the postsecondary level, UA's statewide office maintains access to individual-level records for all its enrollees. Due to the limited number of non-UA providers¹¹ of postsecondary education in Alaska, UA has information on the vast majority of in-state postsecondary participants. Yet apart from linking data in order to respond to federal reporting requirements, such as for Perkins participants, there have been few efforts to link student data across the K-12 and postsecondary levels. In part, this has been caused by the fact that such linkages are difficult because the student information systems at UA and DEED use different student identifiers, and Social Security Numbers (SSNs) are not available from both systems. Only UA captures students'

¹¹ The University of Alaska system, including Price William Sound Community College, enrolls approximately 95% of all the postsecondary students in the state. Alaska has one tribal college (Ilisagvik College in Barrow), one private collegiate institution (Alaska Pacific University in Anchorage), and two proprietary institutions (Charter College and Alaska Career College, both in Anchorage). DOLWD also operates AVTEC (Alaska Vocational Technical Education Center), Alaska's public postsecondary career training institution, located in Seward.

SSNs for reporting related to tuition tax credits for the Internal Revenue Service; DEED does not.

Also at the postsecondary level, ACPE, relative to its mission, maintains access to individual-level data specific to: education loan borrowers, state scholarship and grant recipients, and Institutional Student Informational Reports (ISIRs, which summarize FAFSA information) for Alaska residents and students attending Alaska postsecondary institutions; Alaska's authorized postsecondary institutions; and National Student Clearinghouse for Alaska high school graduates; as well as aggregate data on students receiving ACPE outreach services and interventions.

Workforce Data Systems

Labor data is the third critical component in the state's data alignment goals. Alaska's DOLWD currently maintains several unique and confidential administrative data stores. As in most states, the primary workforce data source is historical unemployment insurance (UI) wage records. These wage records are maintained for most wage and salary workers in the state and contain the worker's employer, industry, place of work, and quarterly earnings, using the SSN as the unique individual identifier. In addition, DOLWD collects an employee's occupation, one of only a handful of states to do so. This information presents a unique opportunity to match a student's program of study to the occupation they eventually pursue, a powerful tool to track the efficacy and outcomes of various training programs. DOLWD is also responsible for training, testing, and certifying GED recipients in Alaska, and shares data with DEED to identify those non-graduating secondary school students who go on to earn this equivalency certificate.

Preparatory Work to Date

To better prepare Alaska students to be successful in the twenty-first century workforce, state agencies have long understood that tracking student progression from the K-12 environment, through postsecondary into the workforce is a vital capability as a means to effectively measure the education pipeline's performance and the effectiveness of various programs and interventions. The proposed SLDS will take Alaska's long history of project-specific data linkages to the next level, formalizing agreements to persist over time and ensuring ongoing identification of policy questions and data measurement at levels of interest to policymakers, researchers, and the public.

ACPE first began work on policy questions in 2009 by hosting a multi-agency SLDS project scoping meeting in Anchorage, facilitated by Peter Ewell of NCHEMS and David Longanecker of WICHE and attended by Alaska stakeholders, including representatives from current partner agencies, research organizations, school districts, teacher outreach programs, and broader education stakeholders. This data summit began the process of gathering information and developing consensus on the need to develop a statewide longitudinal data system spanning three sectors: kindergarten through twelfth (K-12) grade, postsecondary education, and labor/employment. At that time, the group adopted the goal for Alaska to build capacity to respond to key public policy questions relating to the efficacy of its education and workforce training systems in preparing citizens to be successful in our economy and society. Those key questions that Alaska must be able to answer address graduation and dropout issues (who, and more important for dropout prevention, why), postsecondary preparedness (students' need for

remediation, increasing retention and graduation rates), measurement of the efficacy of intervention programs, and retention of completers to contribute to the state's economy.

Alaska's agencies concluded the next step was to obtain external expertise and examine where Alaska was in terms of its readiness to develop a larger P-20W SLDS project. Alaska further engaged WICHE and NCHEMS to conduct a landscape review of existing data systems to include the data elements maintained, how they are being used, and the degree to which information held by individual state agencies is shared among them. The results of the review confirmed Alaska's preparedness to move forward in expanding the SLDS to support transparency, accountability, and educational improvement, and set the stage for Alaska's 2009 SLDS grant application. Although that grant was not funded, Alaska continued to move toward linking education /workforce pipeline data by reconvening the primary data partners.

In 2010 ACPE facilitated a partners' retreat in Boulder, Colorado, with WICHE and NCHEMS' guidance, to further develop the SLDS plans. This two-day meeting was moderated by the presidents of the hosting organizations. Two SLDS State Support Team members, Jeff Sellers and Robin Taylor, also attended, sharing expertise on SLDS development and suggesting next steps for Alaska. One of the retreats many outcomes is Alaska's SLDS vision statement (see Boulder Outcomes Document in Appendix B). The vision statement articulates the system's purpose as "Facilitate the state's ability to describe the outcomes of its investments in the education system, both in aggregate and at the student's level, and to identify opportunities to improve it while protecting individual privacy." Other recommendations from the retreat included guiding policy questions the system could answer, governance structure, data security, system design, data providers and users identification, and data reporting. In addition a Memorandum of Agreement (MOA) among the four data partners was developed and approved at each agency (see APS MOA in Appendix B). The outcomes of that retreat have been invaluable in the SLDS planning process for Alaska.

In addition to these more recent SLDS-development collaborations, over the past decade Alaska has developed a strong history of collaboration through existing relationships with Alaska Native organizations and community organizations. CASHE (Coalition of Alaskans Supporting Higher Education), developed by ACPE, UA, and Native organizations, has demonstrated success in coalition building by attracting a Lumina grant to bring College Goal Sunday to Alaska. Another example is the Alaska Career Information System (AKCIS), an interactive Web-based career planning tool made available to Alaska school districts and the public at no charge through the collaboration of ACPE, DOLWD and DEED to share responsibility for development, deployment, and maintenance of this statewide career planning resource.

Finally, Alaska has refined the policy questions identified in 2009 to ensure they continue to express stakeholder needs. To that end, ACPE's Research and Analysis staff surveyed stakeholders to validate and prioritize policy questions, and to identify overlaps and any critical gaps. The results are summarized in the 2010 "Focusing Educational Research in Alaska" report (see Appendix B).

Current Data Linking: Alaska Performance Scholarship

While Alaska currently lacks a system linking data across agencies, other required reports and analyses have resulted in development of manual processes to link data from multiple sources. While these are labor and time-intensive processes, state agencies have taken the opportunity to develop a number of “proof of concept” efforts to better learn how well data link together and to identify any limitations in terms of moving forward with a set of “best practices” in matching records. For an example of one such data sharing project and the information it provided, see the article from Alaska Economic Trends, Tracking Alaska’s Students, in Appendix B.

A recent and notable need to share data relates to the Alaska Performance Scholarship (APS) mentioned earlier. APS is a 2011 program designed to positively influence the education culture in Alaska by incenting and rewarding students who complete a rigorous high school curriculum and meet certain grade and test score benchmarks with scholarships of up to \$4,755 per year for four years. The scholarship legislation required unit-level data sharing among DEED, ACPE, and UA to determine and track student scholarship eligibility, and to report on student outcomes. Data sharing protocols are in place and resulted in a successful program implementation; however, the protocols are highly manual, are limited to APS-related data, and are governed by time- and project-limited MOAs, underscoring the growing need for a robust SLDS with associated agreements.

Meeting Reporting Requirements

Although matching individual data at the K-12 and postsecondary levels in Alaska had been infrequent prior to APS implementation, there have been several projects linking educational data and workforce information. The America COMPETES requirements provide strong incentives to link K-12 and postsecondary data.

Alaska has already taken the next step to ensure K-12 and postsecondary data can be linked with workforce data. Through multiple Memoranda of Understanding (MOUs), DOLWD has accessed individual-level data from DEED and UA. These MOUs are separately negotiated between DOLWD and one or more other state agencies. Some have been in place for many years, while other MOUs are fresh and have little history. Originally, MOUs were developed to answer a discrete question or meet a specific reporting requirement. Recently developed MOUs have allowed for more open-ended arrangements without specific termination dates, although the parties retain the ability to unilaterally terminate the agreement at any time. Under these arrangements, DOLWD matches the other agencies' data to the Alaska Permanent Fund dividend (PFD) database (described in a later section) and with its own data (usually the UI database) to examine former students' experiences in the labor market. Match rates of resident students and workforce data are very high, generally exceeding 90%.

Although the very high match rates document successful linking outcomes, the process can be difficult and time consuming. DOLWD’s Research and Analysis data warehouse has documented its capacity to meet both DOLWD’s needs and the needs of partner organizations, relative to data matching projects (see Trends report in Appendix B). However, the limitations of the MOU structure may result in each match having to be treated like a separate project and additional requests relative to a specific request may result in the agreement having to be created anew. In addition, as these projects are developed on an “as needed” basis, they are not

standardized or automated. For example, different agencies may be involved in producing the data in different projects making it difficult to reproduce matches every time and thus provide comparable data over time and across reports. Alaska needs a system where these data can be linked together so standing reports exist to provide accurate, timely information about key education and career pipeline transitions to inform public policy and improve the education to employment processes.

To date, Alaska meets eight of the twelve elements identified in the America COMPETES Act (see Exhibit 1). While the state does have the ability to match student-level, K-12 and higher education data, to date this is achieved only through manual processes on an as-needed basis. Without a P-20W SLDS, this is considerably time and resource intensive and making it difficult to use the data because any changes or efforts to disaggregate it often require matching the records again to add the new data elements needed for analysis.

EXHIBIT 1. Alaska’s America COMPETES Act Results

Element Met?	Element
Yes	Statewide Student Identifier
Yes	Student-Level Enrollment Data
Yes	Student-Level Graduation and Dropout Data
Yes	Capacity to Communicate with Higher Education Data Systems
Yes	A State Data Audit System
Yes	Student-Level Test Data
Yes	Information on Untested Students
No	Statewide Teacher Identifier with a Teacher-Student Match
No	Student-Level Course Completion (Transcript) Data
Yes	Student-Level SAT, ACT, and Advanced Placement Exam Data
No	Information on Secondary to Postsecondary Transition, Including Remediation
No	Information on Alignment & Adequate Preparation for Postsecondary Success

Although the state’s 2009 grant request to complete the two outstanding elements was not funded, the state continues to move forward in these areas. The 2011 APS implementation extends progress towards meeting these four elements because the scholarship requires districts confirm a student completed a specific rigorous high school curriculum with a minimum GPA in order to be eligible. To date, initial multi-agency meetings among DEED, UA, and ACPE have been conducted to hear presentations on various electronic transcript collection products and to

discuss potential options to expand transcript data collection and analysis. In addition, the state will be collecting information in OASIS relative to student completion of the rigorous curriculum. Also relating to the new APS requirements, DEED has issued regulations defining the specific courses that meet the rigorous curriculum requirements, which is an essential step toward common definition across school districts. The outcome of initial discussions relative to teacher-student matching is that this goal would be most efficiently accomplished as a component of transcript data collection, to include teacher information associated with each course.

Included in the state law establishing APS is a provision for mandatory legislative reporting relative to the impacts of the scholarship on student performance both at the secondary and postsecondary levels. As with the reporting for America COMPETES, APS outcomes reporting is accomplished through a series of relatively cumbersome data match processes. While this activity has been positive in advancing the level of discussion around the reports' value for all stakeholders, it has also illustrated the inefficiency and inherent challenges of having to work outside of an interoperable P-20W SLDS environment.

Alaska Advisory Task Force on Higher Education & Career Readiness

Underscoring the heightened awareness of the need for, and importance of an Alaska SLDS is the April 2011 Final Report of the Alaska Advisory Task Force on Higher Education & Career Readiness (HECR), which included a specific recommendation that ACPE, DEED, DOLWD, and UA collaborate in development of a statewide longitudinal data system. The HECR task force was established by the Alaska Legislature in 2010 as a time-limited task force, charged with, among other things:

- Compiling research on reducing remediation, and improving retention and graduation rates;
- Identifying likely causes for inadequate readiness for college/career ; and
- Identifying best practices for increasing student readiness for college.

HECR members, representing legislative leaders, education leaders, and stakeholders statewide, convened in various venues around Alaska. The HECR heard from state and national subject-matter experts who presented on topics such as remediation, assessment, completion, and financial aid; as well as from members of the public who gave oral and written comment.

At the conclusion of the fact-finding and public testimony, the HECR developed recommendations to the Alaska Legislature in four focus areas: student success, career path guidance, strengthening schools, and predictable and sustainable funding. Key to the strengthening schools section was the recommendation the state develop a SLDS to inform development of action plans to ensure that every Alaska student completes high school with sufficient skills to enter the workforce or pursue a postsecondary course of study.

Permanent Fund Dividend (PFD) Database

Like other states, Alaska faces the problem of linking records across various databases without the benefit of a unique identifier (See Exhibit 2). Matching via the more common administrative records – driver's license, FAFSA submittals, data-to-data comparisons, etc. – is an option in Alaska. However, the Alaska PFD database provides a large, broader-based data repository to match records across Alaska's data systems with incompatible identifiers. The PFD Division is a

component unit of the Alaska Department of Revenue, charged with administering annual payment of the state's PFD to its citizens. The Permanent Fund was created in state law in 1976 to conserve a portion of the state's revenue from petroleum and mineral resources to benefit all generations of Alaskans, and annual fund dividends are paid to every resident of Alaska, regardless of age. To qualify for the PFD, Alaskans apply annually. The PFD database contains the name, date of birth, and address of every Alaskan who has ever applied for the dividend,¹² and SSNs for nearly all applicants. For the past 15 years the dividend has averaged well over \$1,000 per resident, so the incentive to apply is great. Also, because the state withholds 28% of the dividend for federal tax reporting if an applicant fails to supply a SSN, nearly all applicants include SSNs. Using data within the PFD database for matching disparate data sources enables Alaska to attain very high data matching rates, and allows Alaska to validate identifying information such as name and date of birth, and to attach an SSN to records that lack one. For example, while DEED does not collect SSNs, it does collect student names, birthdates, and information on the school the student attends. Matching those records with PFD data can then identify those students' SSNs, which can then be matched against the UI wage database.

Exhibit 2 contains the data elements effective in matching records across agencies. Not all data elements are captured for every agency database, but many contain these data elements at a minimum. Additional elements, such as previous names and mailing addresses, offer enhanced abilities to match datasets across agencies.

EXHIBIT 2. Primary Identifiers by Data Provider

Individual Identifiers	School Districts	DEED	UA	DOLWD	ACPE	PFD
SSN	No	No	Yes (with restrictions)	Yes	Yes	Yes
Agency-created Identifier	Locally created & OASIS #	OASIS #	UA Student ID	No	No	No
Name	Yes	Yes	Yes	No	Yes	Yes
Date of Birth	Yes	Yes	Yes	No	Yes	Yes
Location/Address ID	Mailing, School	School	Mailing, School	Work	Mailing, School	Mailing, Physical

Project Sustainability and Funding

As a functional responsibility of the agency whose operations are funded by ASLC, the Alaska SLDS will be housed and maintained at ACPE. ASLC, a public corporation and enterprise instrumentality of the State of Alaska, funds ACPE's programs through tax-exempt bond sales. It has a legal existence independent of the state and is governed by its own Board of Directors. SLDS operational costs will include sustainability funding for the Alaska SLDS after the grant ends, including costs of necessary hardware, software maintenance, and staff.

¹² To be eligible to receive the dividend, a person needs only to have been an Alaska resident as of January 1st of the dividend year, and maintained their residency for that calendar year with the intent of remaining an Alaska resident. Children born to or adopted by qualifying residents during the year are also eligible, as are resident aliens, and aliens granted refugee or asylee status.

Beginning in 2007, ACPE recognized the urgent need for an Alaska SLDS and began to plan for its development, including identifying costs and options to develop the infrastructure at a sustainable pace. Award of a grant under the 2011 RFA would significantly strengthen and accelerate ACPE's initiative. ACPE will continue to include in its budget planning the expansion of its Research and Analysis and Information Technology funding to support the Alaska SLDS into the future. The SLDS is considered a mission-critical component relevant to supporting access and success in postsecondary education for Alaskans. This funding is independent from State of Alaska general funds, allowing the SLDS to continue after the grant period without being forced to identify other funding sources—stability critical to the SLDS' long-term success.

Beyond the funding component, true SLDS sustainability requires commitment by state leadership. Alaska is poised to aggressively continue its development. On December 5, 2011, Alaska Governor Sean Parnell created the Education Data Sharing (EDS) Policy under Administrative Order 261 (see AO in Appendix B). Implementation of the EDS Policy will better leverage and build upon existing state statutes, which allow data linking and sharing across agencies, to not only permit but direct DEED, DOLWD, and ACPE to share data across agencies to improve education and workforce outcomes and assign responsibility to these agencies to manage the process. This process for bringing together individual-level data to better inform policymaking and evaluate state programs is the responsibility of the EDS policy team – which is composed of leaders from the three primary state agencies and chaired by ACPE's Executive Director.

Alaska's Critical Policy Questions

With the participation of a broad array of stakeholders, Alaska's leadership has identified a number of key policy questions, beyond the legislatively mandated APS report referenced earlier, to answer once access to linked data across the agencies is developed. Each of the following nine critical policy questions falls into a separate research area and has associated research questions. Utilizing a linked system, reports will be developed to fulfill these data needs as summarized in the table following these descriptions. Report frequency will be determined based on timing of data updates and information needs.

1) How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness? Related data include: performance on periodic assessments, high school completion rates, college-going rates, remediation rates, credential achievement rates, workforce participation rates, and wage and industry information.

This is a comprehensive query which, when the capabilities are in place, will allow for many sub-queries arising from this initial data set. By incorporating the elements needed to respond to this query, linking the data will enable Alaska to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education and the twenty-first century workforce. To achieve this analytical capability Alaska must facilitate and enable data exchange among agencies and institutions within the state, as well as conduct analyses for policy purposes using these data. As a result, Alaska will be able to follow student progression through the education pipeline, distinguishing between successful program areas and

strategies and those which need improvement. Student progression will also be followed through academic completion, via degree, certificate or diploma, and into the workforce. Interest areas addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness, 3) measurement of the efficacy of intervention programs, and 4) workforce readiness and participation.

2) What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska? Related data include: credential achievement rates, workforce participation rates, wage record information.

The approach to measuring related outcomes will start with a cohort of high school graduates, using resources such as the National Student Clearinghouse to track students who leave the state for postsecondary education. They will be monitored through the use of PFD data to determine if they return to the state, and, by using DOLWD wage record data, whether they are subsequently employed in the state. Additional characteristics will be associated with the students, such as those receiving financial aid grants or participating in peer mentoring programs, to enable tracking of specific outcomes for these student subgroups. Interest areas addressed by this question include: the relationship of out-of-state college attendance relative to the ability to retain human resource capital to support the state's economy.

3) Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment statuses and incomes? Related data include: secondary and postsecondary enrollment and exit data, workforce participation rates, wage record information, and rates of employment relative to field of study/training.

An examination of this subset of students' characteristics will produce information which, when common characteristics are identified, can be used predictively by institutions or other entities seeking to develop strategies and interventions to mitigate unsuccessful behavior in the student populations. Linking employment and wage data to "early exiters" and "nearly completers" will help demonstrate the ramifications of exiting school before the successful completion of a diploma, certificate, or degree program. Interest areas addressed by this question include: 1) graduation and dropout rates, and patterns, 2) postsecondary preparedness, and 3) measurement of the efficacy of intervention programs.

4) Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy? Related data include: secondary and postsecondary enrollment and completion data, workforce participation rates, wage record information, and rates of employment relative to field of study/training.

This analysis will be cohort-based, following the cohort through Alaska's education system and subsequently into the workforce. This analysis will also play a role in identifying what happens to Alaska's students who drop out of the K-12 system, by identifying whether they complete GEDs or complete their educations through alternative means. Interest areas addressed by this

question include: 1) postsecondary preparedness, 2) measurement of the efficacy of intervention programs, and 3) retention of completers in the state to contribute to the state's economy.

5) What is the impact of financial aid on college access and success? Related data include: education loan utilization, scholarship and grant utilization, interventions, socioeconomic factors, credential achievement rates, time-to-degree information, workforce participation rates, wage record information, and rates of employment relative to field of study/training.

This effort will be cohort-based, monitoring and reviewing high school graduates, and distinguishing those who receive financial aid from those who do not to measure what impact these factors may have on postsecondary persistence and completion. Identifying differences in population persistence and completion behaviors based on amount, type, and timing of financial aid will enable the state to design efficient interventions and assistance programs and allocate state resources to maximize desired outcomes. Interest areas addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness, 3) measurement of the efficacy of intervention programs, 4) equity in access to postsecondary education, and 5) retention of completers in the state to contribute to the state's economy.

6) How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life readiness? Related data, specific to intervention/strategy participants, include: interventions, performance on periodic assessments, high school completion rates, high school course-taking patterns, socioeconomic, education loan utilization, scholarship and grant utilization, college-going rates, remediation rates, credential achievement rates, workforce participation rates, and wage record information.

Expanding the amount of program data collected by the Alaska SLDS, especially exceptional student educational data and free/reduced priced lunch data, will facilitate the state's ability to evaluate its responsiveness to the student population as a whole related to varying interventions. Additionally, it will enable reviewers and others to drill down into the detail relating to specific program areas. The resulting information will enable the state to identify the most effective use of limited targeted program funds relative to the impact of those programs in effecting specific state goals for specific populations. For example, are interventions and programs utilized at the same rate, and do they result in the same outcomes, for low-income students, as compared to the universe of program participants? Interest areas addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness, 3) measure the efficacy of intervention programs, 4) equity in access to postsecondary education, and 5) keeping completers in the state to contribute to the state's economy.

7) How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs? Related data include: credential achievement rates, workforce participation rates, programs of study, occupation data, teacher certification, district personnel data, and wage record information

An initial focus of this question is to analyze teacher preparation programs' effectiveness in producing an adequately trained teacher workforce. Results from this type of evaluation will not be limited to teacher preparation programs, but will also include other disciplines, such as nursing and engineering, and the programs' ability to produce a prepared workforce to be responsive to Alaska's workforce needs. This effort will not only require postsecondary completion data and workforce participation rates, but also K-12 educator data. An interest area addressed by this question: retention of completers in the state to contribute to the state's economy.

8) What is the private/public return on private/public investment in education?

Related data include: education loan utilization, scholarship and grant utilization, interventions, socioeconomic, credential achievement rates, workforce participation rates, and wage record information.

One measure for this question will take the average funds allocated per student and calculate a Return on Investment (ROI) based on the number of students completing high school with a standard diploma. Another measure is residents' hire rates by industry and their wages, in total and as compared to nonresident workers. The resulting analysis will require evaluating how many students complete high school and are subsequently employed in the state, as compared to the amount of state funds supporting the education system by student. Another measure may be calculated by examining completion or other success rates for populations receiving a specified intervention, or participating in a program of interest and comparing that success rate to the general population to determine if the intervention or program produces the intended results. Modifications or enhancements to the intervention strategies can then be implemented, further improving success rates. This analysis can also benefit from the unique aspect of Alaska's workforce data which includes not only industry data, but occupation information as well. Interest areas addressed by this question include: 1) graduation and dropout issues, 2) postsecondary preparedness, 3) measurement of the efficacy of intervention programs, 4) equity in access to postsecondary education, and 5) retention of completers in the state to contribute to the state's economy.

9) How does Alaska attract and retain the best teachers? Related teacher data include: credentials, participation in mentoring or support programs, certification, standardized exam scores, turnover and exit rates, and demographic information.

This query will extend the work described in policy question #7. It will include a cohort-based study beginning with simple comparisons that identify teachers of record who graduated during a recent block of time and identifying where they received their certification and teaching credentials. By linking K-12 teacher certification data, UA teaching program and placement data, DOLWD employment data, and NSC data, interest areas addressed by this question include: 1) teacher turnover and exit rates, 2) teacher migration, 3) teacher performance differentiated by education program, and 4) teacher longevity differentiated by education program.

Using Data to Inform Policy

The answer to a single research or policy question normally requires data sharing among several agencies, but that answer can be important to many different stakeholders and may be included in several different feedback reports. Exhibit 3 provides examples of the types of research

questions appropriate to Alaska’s policy questions, the partnering agencies needed to supply the data to answer the questions, and the feedback reports in which the answers would be included. The following abbreviations are used to identify the sources of the required data and the feedback reports in which the results of the analysis will be included.

KEY	Data Sources
DEED	AK Dept. of Education & Early Development
UA	University of Alaska System
CTP	Alaska Career, Technical and Private Schools
DOLWD	AK Dept. of Labor & Workforce Development
ACPE	AK Commission on Postsecondary Education
NSC	National Student Clearinghouse
PFD	Permanent Fund Dividend

KEY	Feedback Reports
HS	High School Feedback Reports
PS	Postsecondary Feedback Reports
EMP	Employment Outcomes for Graduates and Dropouts
CR	Career Readiness and Job Placement Reports
FA	Financial Aid Impact Reports
EM	Education Migration Reports
LM	Labor Migration Reports
EPL	Education Pipeline Loss Report
LPL	Labor Pipeline Loss Report
ROI	Return On Investment for Interventions

EXHIBIT 3.

Policy Questions, Examples of Related Research Questions, Data Sources and Inclusion in Feedback Reports	Data Sources	Example Feedback Reports
1. How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?		
How many students graduated from high school and pursued postsecondary education within two years of graduating?	DEED UA NSC CTP	HS PS ROI EPL
How many students pursuing postsecondary studies are attending full time?	UA NSC CTP	PS ROI EPL
Of those pursuing postsecondary education, how many dropped out after one year? After two years? Before completing their program?	UA NSC CTP	HS PS ROI EPL CR
Were students who pursued a career in their field of study less likely to experience periods of involuntary unemployment compared to students taking an unrelated job?	UA NSC CTP DOLWD	HS PS EMP ROI LPL CR
2. What are the migration rates and outcomes for Alaskans attending postsecondary programs outside of Alaska and subsequently returning to Alaska?		
How many Alaska high school graduates and GED completers pursue postsecondary studies outside of Alaska?	DEED DOLWD	HS PS EM LM EPL

	UA NSC	
Are students pursuing their education in Alaska more or less likely to complete their degree or certificate?	DEED UA NSC	HS PS ROI EPL
Of those pursuing studies outside the state, how many eventually return?	DEED NSC DOLWD PFD	HS PS ROI EM LM EPL LPL
Does the existence of Alaska's financial aid programs increase the number of students who attend school in Alaska? Who complete their program of study?	DEED UA CTP	HS PS ROI FA EM EPL CR
3. Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment status and income?		
How did the wages of high school graduates who went on to complete a degree or certificate program compare to those who did not pursue postsecondary education? To those who dropped out?	DOLWD UA NSC CTP DEED	HS PS EMP ROI EPL LPL CR
For both dropouts and graduates in secondary and postsecondary, in which occupations were these students most likely to be employed? In which industries?	DEED UA NSC DOLWD	HS PS EMP ROI LM EPL LPL CR
How many Alaska secondary students failed to graduate, but obtained a GED in Alaska within two years of their expected graduation year?	DEED DOLWD	HS EPL LPL
4. Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?		
Do teachers who received Alaska subsidized loans, particularly those focused towards the profession, exhibit different retention and turnover patterns than those teachers who did not receive these loans?	ACPE UA NSC DEED	HS PS EMP ROI FA EM EPL LPL
Do students returning after pursuing out-of-state postsecondary education make higher wages than those pursuing postsecondary education in Alaska? How many find employment in Alaska, and how does this compare to students pursuing postsecondary studies in state?	NSC PFD DOLWD UA CTP	HS PS EMP ROI EM LM EPL LPL CR
Were degree/certificate completers less likely to experience periods of involuntary unemployment compared to students not pursuing postsecondary education?	UA NSC CTP DOLWD DEED	HS PS EMP ROI LPL CR
5. What is the impact of financial aid on college access and success?		

Does the existence of Alaska's financial aid programs increase the number of students who take standardized tests (SAT/ACT/WorkKeys) to pursue a postsecondary education? Who fills out a FAFSA?	ACPE DEED	HS PS ROI FA EPL CR
Are postsecondary students receiving financial assistance more likely to attend school full time?	ACPE UA CTP NSC	ROI FA
Are postsecondary students receiving financial assistance less likely to work while attending school?	ACPE DOLWD	PS EMP ROI FA LPL
6. How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low-income families, progress through an education program/system to achieve college, workforce, and life readiness?		
How many remedial credit hours were taken by first-year post-secondary students? How many and what percentage of students required remedial classes?	DEED UA CTP	HS PS ROI
Are there socioeconomic or demographic differences among secondary students who qualify for and receive Alaska's performance-based scholarship? Alaska's needs-based grant?	DEED ACPE UA CTP	HS ROI FA
When student outcomes differed, were there differences in the attributes of those students?	DEED ACPE UA CTP NSC	HS PS EMP ROI EPL
7. How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?		
Of those pursuing postsecondary education, how many obtained their degree or certificate?	DEED UA CTP NSC	HS PS ROI EPL CR
How many Alaska secondary students were eventually employed in an occupation requiring licensure or certification?	DEED DOLWD	HS PS EMP LM LPL CR
Of the teachers teaching in Alaska, how many attended K-12 in the state? Resided in AK before beginning teaching? Do these teachers have higher retention/less turnover than those who didn't?	DEED PFD DOLWD	HS PS EMP ROI EM LM EPL LPL CR
8. What is the private/public return on private/public investment in education?		
What percentage of high-school graduates pursued postsecondary education? At what level? (Certificate, AA, BA, etc.)	EED UA CTP NSC	HS PS ROI EPL
How many Alaskans who earned a GED went on to pursue postsecondary education?	DEED DOLWD UA CTP NSC	HS EPL

Of those pursuing postsecondary education, how many filled an occupation that was aligned with their postsecondary program of study? Was that program of study available in Alaska? Was that program of study or occupation targeted by a financial aid program?	DEED UA CTP NSC DOLWD ACPE	PS EMP ROI FA EM LM EPL LPL CR
9. How does Alaska attract and retain teachers?		
What are the turnover and exit rates for teachers? Do certain districts have higher rates than others?	DEED DOLWD	HS PS EMP EM LM LPL CR
When teachers stop teaching in Alaska, how many move out of state? Remain employed in Alaska in a different occupation? Remain employed as teachers in a non-public school?	DEED PFD DOLD	HS PS EMP EM LM LPL
Do teachers trained in other states have higher turnover and/or exit rates than those trained in Alaska?	DEED DOLWD	HS PS EMP LM LPL CR

B) DELIVERABLES

Deliverable 1. Project Planning and Preparation

Key to Alaska’s success in complex, multi-agency initiatives has been strong project management, emphasizing proper scoping, planning, and preparation. In preparation for creation of a statewide SLDS, Alaska’s agencies have already begun tasks necessary to a strong project management structure and successful SLDS, including creating a governance structure, evaluating existing data systems, developing cross-agency record matching processes, and identifying critical questions the SLDS can be used to answer. The Alaska partner agencies have already mapped out the project planning and preparation stage of the SLDS project to ensure the system meets stakeholders’ expectations within all time, data, and budget constraints. This first deliverable will formalize that mapping and ensure ongoing project management through the completion of the SLDS project.

1.1 Overall Project Plan

In order to ensure overarching management of all the project pieces, with special emphasis on appropriate scoping, critical path identification, business needs, and resource management so the system will meet stakeholder needs, Alaska proposes to identify and hire a consultant to facilitate the development of the project plan, general requirements, and framework.

1.2 Project Mission Statement and Project Methodology

Aided by the consultant, agency staff will build on the 2010 Alaska data summit vision statement to create a project mission statement, which will guide development of a project methodology plan describing the roles and responsibilities of the agencies and project staff and high level requirements for the project. This mission statement and project methodology will guide the entire project. Alaska will additionally work with the consultant to identify the best specific methodology for this project and ensure all project team members are fully trained on that

methodology. Any methodology must, at a minimum, adhere to ACPE's summary standards for project methodology (see ACPE Project Methodology Summary in Appendix B).

1.3 Develop and Deploy Governance Structure

Realizing project governance is a critical element, Alaska has done a great deal of preliminary work on developing a governance structure for the SLDS. Based on the 2010 work with Alaska stakeholders and WICHE and NCHEMS staff, the project design calls for a two-tiered structure. One is an executive level to set policy, determine research agendas, review requests for special projects using the SLDS data, and determine the scope of permitted reporting. The second is a data stewards governance level which coordinates with technical resources and stakeholders, makes certain data are accurate, and coordinates the updating and maintenance of the database. In this phase of the project this governance structure will be fleshed out and presented for approval to the stakeholders of the system and ultimately implemented. The data stewards' activities will be coordinated by the SLDS Project Management Office (PMO), whose responsibilities will include ensuring:

- meetings are regularly scheduled and attended,
- issues are appropriately and timely referred to the executive body as needed,
- stakeholder input mechanisms are regularly and actively deployed,
- research agendas are fully and compliantly implemented,
- annual independent third-party reviews of SLDS activities are conducted and reported to stakeholders, and
- appropriate change management documentation and controls are used.

1.4 Validate and Prioritize Critical Policy Questions

The initial set of critical policy questions will be vetted and reviewed with a variety of stakeholders ranging from the administration and legislature to individual teachers and parents. The vetting process will be managed and documented with the assistance of the project consultant, and conducted through surveys, a series of interviews, focus groups, and expert review to ensure the final versions of questions represent the most important questions to guide system development.

1.5 Analysis of State and Agency Needs for Reporting

The PMO will consult with stakeholders at every level to identify data needs for state, federal and other reporting. Following identification of reporting needs, detailed analyses will occur to identify appropriate data elements, proxies if needed, and data availability and the ability to meet reporting needs. The outcome of this sub-deliverable will be a detailed document re-circulated to stakeholders and ultimately submitted to the executive governance body for approval. Mechanisms to solicit input both in the development of the analysis and resulting document will include face-to-face interviews with agency staff and related stakeholders.

1.6 Identify Business and Technical Requirements

Once the preliminary planning process is completed a planning retreat will be held for partner agency staff and stakeholders to identify critical business and technical requirements in terms of system capabilities, access, and security requirements. The retreat product will be a system requirements document to drive development of the Alaska SLDS. One of the main technical

requirements document objectives will be to identify all regulatory requirements of the various agencies providing data to the SLDS and describe the compliance methodology or structure. Examples of such regulations may include FERPA, HIPAA, WRIS reporting requirements, and state and federal regulations regarding the release of wage and unemployment insurance records. This process will also include developing such business requirements as role-based access to SLDS data and similar essential security structures.

1.7 Analysis of Existing Data Systems

Another preparation step is to analyze the existing data systems that will feed the Alaska SLDS. This will include analysis to determine data quality, limitations and availability issues. The analysis will consist of profiling data from each of the current data systems to be included in the Alaska SLDS and identifying the data elements needed to answer the policy questions. If any data are not available, a determination will be made as to whether the data can be gathered in future data reporting. Documenting data in each system, compiling a data dictionary, and mapping the data model will be critical to developers and business analysts in understanding data that will populate the system and the timing for data gathering from each entity. This analysis will also continue the work begun in 1.5 to allow Alaska to evaluate data quality and constraints to determine which data elements should be included and where data quality could be improved. A key component will be to determine which data elements can be used to match across data systems. Once this data analysis is complete, a gap analysis of available data can be conducted. This will allow Alaska to fully evaluate its data needs to answer the guiding policy questions, identify data availability, and resolve any issues and establish priorities for including data within the system. Finally, alignment with the U.S. Department of Education's Common Education Data Standards (CEDS) across different sectors in Alaska as the state builds an integrated data warehouse will be critical, especially relative to potential future participation in multi-state initiatives or regional compacts.

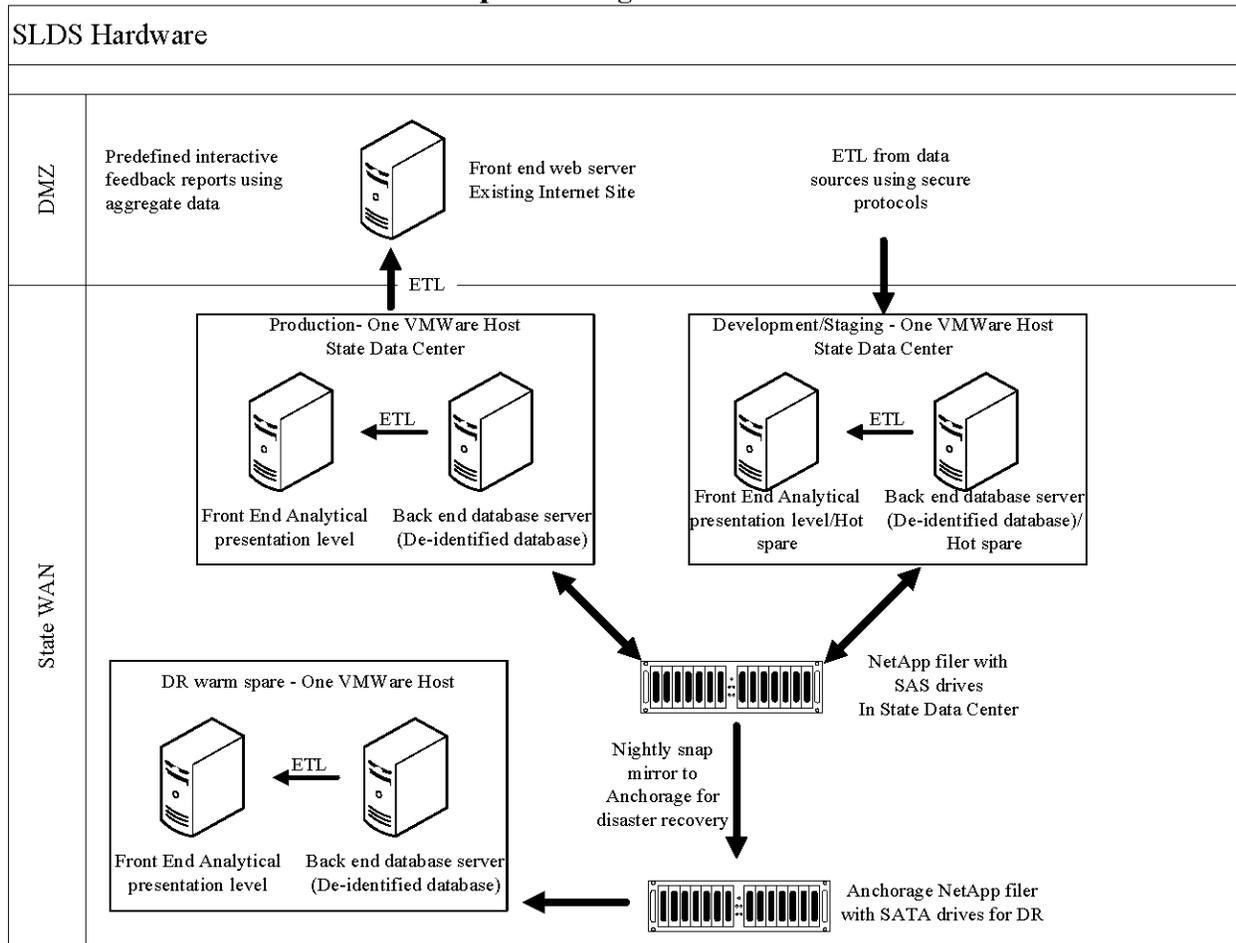
1.8 Develop Data Models for the SLDS

The next step in the project planning and preparation will be to develop data model options for the Alaska SLDS. Alaska will identify and secure external expertise in SLDS technical specifications to assist with the creation of the overall data model. The data architect, and agencies' research and technical teams will meet to discuss options, keys to link the data structures together, to catalog and define key metrics, and to develop an inventory of files and lookup tables needed. The product of these meetings will be design of the primary database and related data linkages.

Deliverable 2. Hardware Infrastructure

Alaska technical staff have conceptualized a hardware infrastructure for the SLDS robust enough to meet the expected demands upon the system, yet flexible enough to allow for future enhancements and expansion. It is understood this infrastructure may change during the planning phase as more information is gathered. This conceptual infrastructure, however, allows staff to estimate the hardware and software costs expected to be required. Exhibit 4 illustrates the current infrastructure concept.

EXHIBIT 4. Infrastructure Conceptual Design



2.1 Procure, Install and Test Server Hardware and Software

The first step in developing the SLDS infrastructure will be to establish the hardware and software platform according to the technical requirements of the project. The current design plan and budget includes three servers, operating systems, database software, development software and any other software deemed necessary to make the Alaska SLDS a reality. The hardware and software will be purchased under State of Alaska procurement policy, using various educational discounts to reduce costs. The final decision regarding servers and software will be made by the agencies' technical staff at the conclusion of the technical requirements process. Exhibit 4 illustrates use of a virtual server environment, providing redundancy with development and disaster recovery servers in the case of a production hardware failure or other disaster.

2.2 Procure, Install and Test the Networked Data Storage

A data system of this size and importance needs a large amount of storage space. A sufficient amount of secure networked data storage will be created to support the project. This will be the responsibility of the technical staff assigned to this project. As illustrated, the plan is to have two storage devices located in separate locations, allowing a nightly snap mirror of the data for disaster recovery purposes.

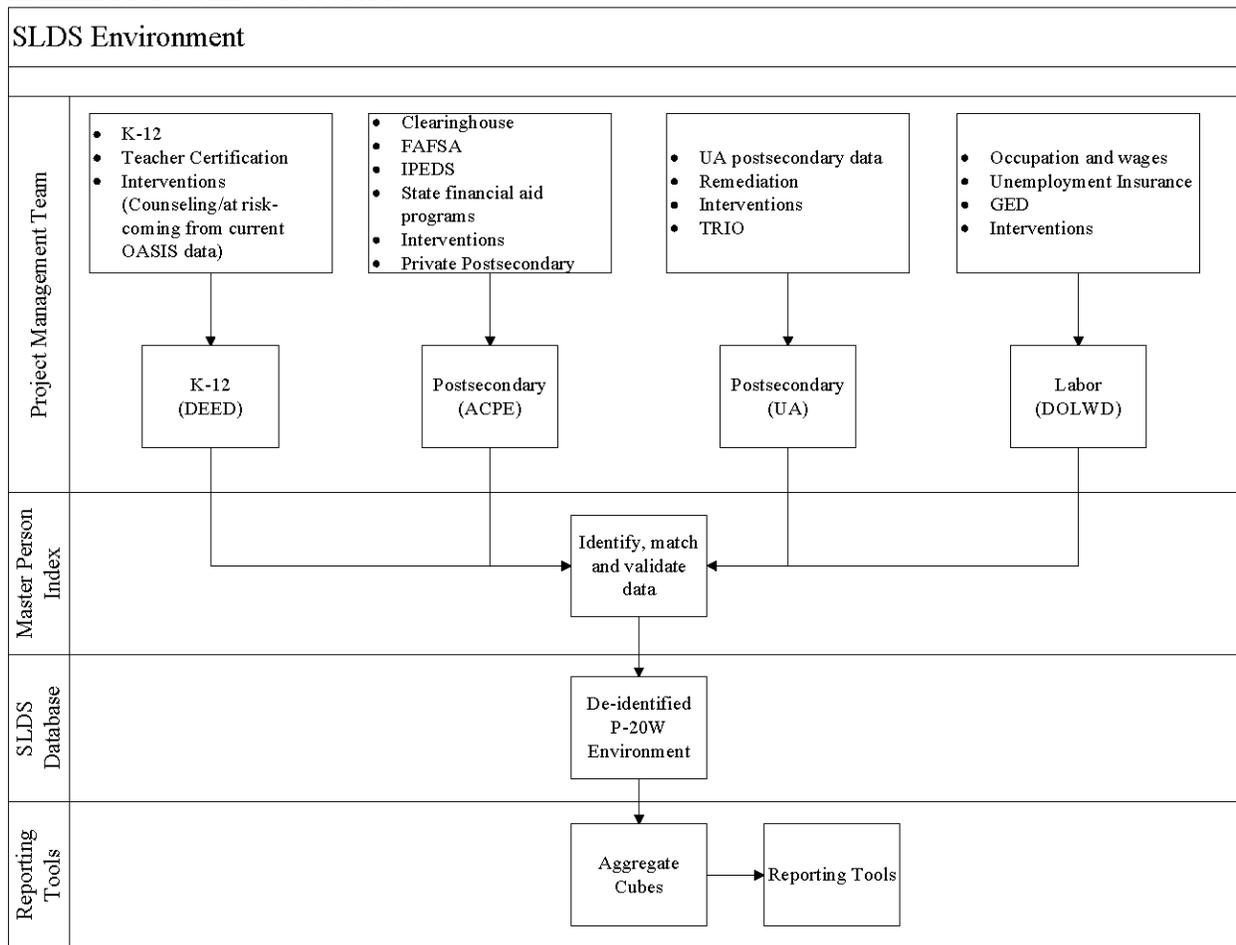
2.3 Install and Test Backup and Disaster Recovery Solution

Given the importance of the data residing in the Alaska SLDS a well-developed backup system is essential. The hardware and software to support the backup and disaster recovery requirements in the technical requirements document will be created by the technical staff assigned to this project. This backup solution will be built not only to accommodate the immediate needs of the Alaska SLDS but also to provide capacity for future growth.

Deliverable 3. Development

The development phase of the SLDS project is the most time consuming, in which all prior planning efforts are realized. Throughout this process a formal project methodology will be utilized as discussed in deliverable 1.2 to ensure project deliverables, dependencies, and critical paths are identified and tracked. Emphasis will be placed on data security, data availability, and system performance, as well as the interaction between data sources. Exhibit 5 illustrates the envisioned system processes that will make up the Alaska SLDS. Specifically, each of the four data providers will provide snapshot data to the PMO, which will identify, match, and validate data. The types of data from each provider are listed above the provider name. At the PMO, matched data will be assigned a P-20W SLDS identification number and be stripped of all other individually identifiable data. The de-identified data will be loaded into the SLDS following appropriate data validity and integrity tests as developed during the ETL project phase, and the original snapshot files will be destroyed.

EXHIBIT 5. SLDS Processes



3.1 Create Extract, Transform and Load (ETL) Processes

The first step in the development process is to create Extract, Transform and Load (ETL) processes to integrate snapshots of data from the current agency data systems into the SLDS. These ETL processes will be specific to each contributing agency. As agency data files are loaded into the system, cross-walk tables will be created that allow data to enter the system in multiple formats and be transformed into the formats described in the CEDS to ensure future opportunity to pursue data sharing potentials with other states, including the multi-state data project being developed in cooperation with WICHE.

3.2 Create a Master Person Index (MPI) Record Matching Process

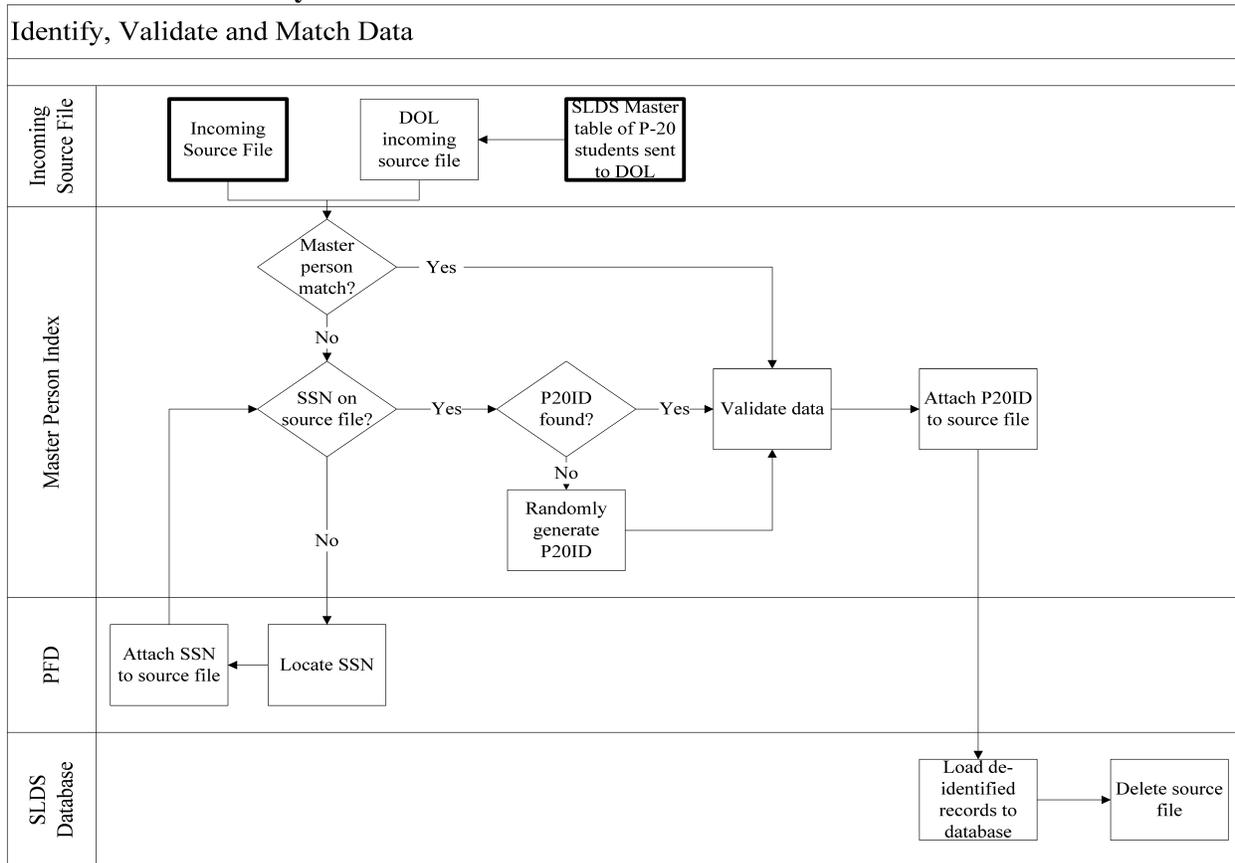
Technical staff will work with a security expert to build a secure and sequestered Master Person Index (MPI) process, incorporating custom matching algorithms and processes for matching individual records within the system and assigning unique P20 Identification Numbers (P20IDs) to individuals new to the system, or existing P20IDs to data from individuals already within the system. The process will include applications which facilitate the review of possible record matches by analysts in the event of partial matching criteria but below a defined minimum threshold to confirm a match within the MPI. The files agencies provide with identifiable data will be encrypted prior to transfer and transferred through a secure protocol. The personally identifiable information (PII) from these files will reside in the MPI, which will be maintained on

a separate secure hardware infrastructure from the P-20W SLDS to further limit access to the data. These files are used only for the matching process. Once data are de-identified and the PII moved to the MPI, the original files from the data providers will be destroyed. Exhibit 6 illustrates this process.

3.3 Create and Populate the Database Environments

The final outcome in the development phase is the creation of the SLDS database environments. A staging environment where incoming data can be analyzed for data quality issues prior to final loading into the SLDS will be included in this process for individual agency use. This staging environment will provide data audit or edit reports to the agencies to review for final approval (See Exhibit 6). In addition, technical staff will develop the unified P-20W database environment where data are brought together from all of the sources that can be linked together via the P20ID. Once the database environments are created, data will be processed through the ETL and MPI linking process and populate data tables so they can be tested and used for analysis and report writing.

EXHIBIT 6. SLDS System Processes



Deliverable 4. Data Reporting

To realize benefits from the costs and efforts required to build a SLDS, the information it contains must be accessible, understandable and accurate. However, these attributes mean different things to different people, depending on their needs and their experience working with data. For that reason, Alaskans and approved researchers will have several levels of access to

reports and data through its SLDS. The following diagrams illustrate the conceptual levels of access that Alaska intends the SLDS to provide. Alaska envisions three ways of accessing data from the SLDS based on users' roles and access levels (See Exhibit 7).

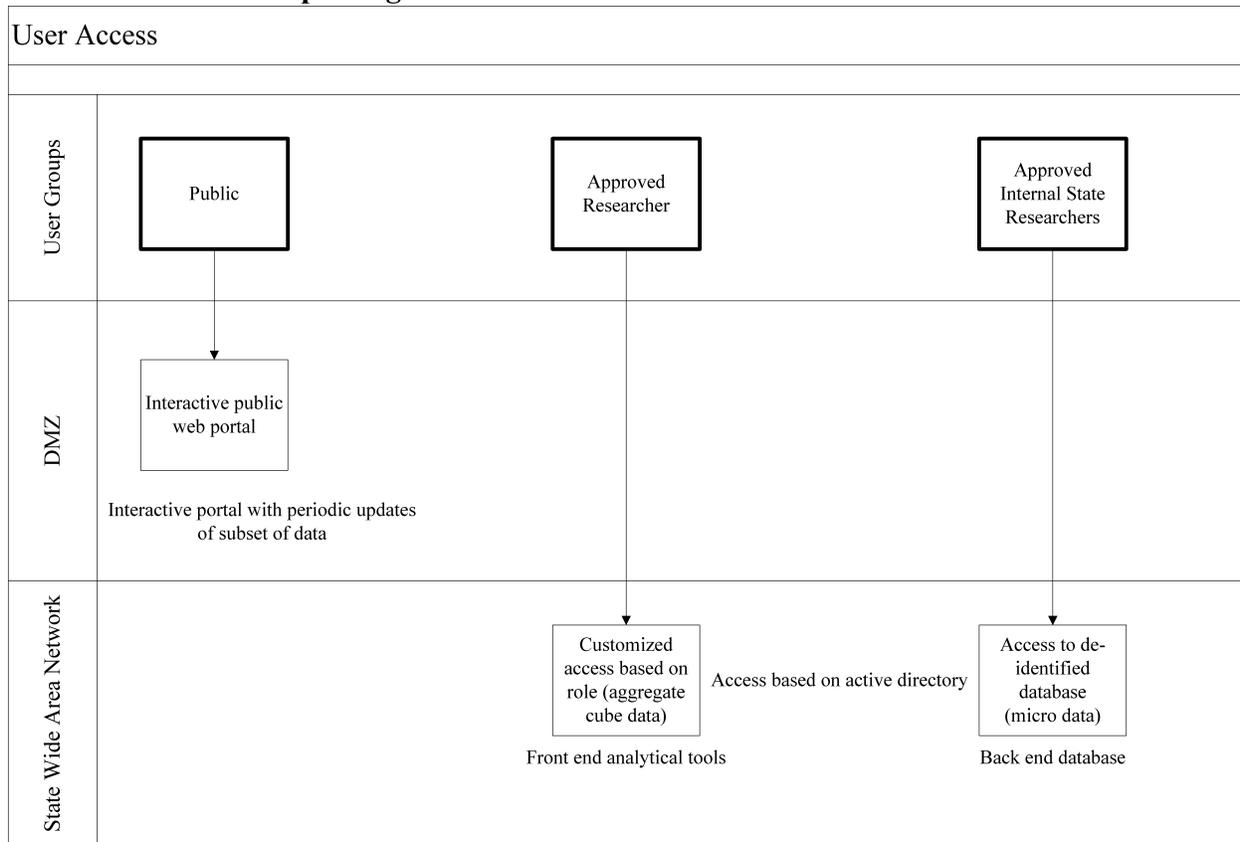
The majority of SLDS access will be via an interactive web portal. The general public will be able to access pre-defined interactive reports using aggregate data updated on a scheduled, standardized basis. The portal will be housed separately from the actual SLDS and will contain only data stripped of all PII and aggregated to levels that prevent the ability to infer information about an individual. This level maximizes data accessibility, and generates reports accompanied by narrative and graphic presentations of these data in order to ensure users understand its meaning, while maintaining confidentiality through de-identification and aggregation of the underlying data.

The second method of data access is for researchers who have presented a specific research project that requires the use of SLDS data and is approved by the Executive Governing Board. This level of access allows the researcher to log in to a system and use front end analytical tools to perform queries on de-identified data under the guidance of SLDS staff and from within the state's Wide Area Network. This level allows for more granular analysis of data contained in the SLDS, and provides researchers the ability to create special reports not available through the interactive portal, while maintaining data security thorough de-identification of the underlying data and staff monitoring. The results of the research using SLDS data must be vetted in a SLDS governance group review process to ensure compliance with all data privacy requirements prior to publication.

The third method of access is for approved internal state researchers, normally staff of a partnering agency. This access level requires the researcher to coordinate with SLDS staff to gain access to the de-identified unit record database for specific purposes. This type of access will be carefully monitored and controlled by SLDS staff, and research proposals will require approval of the Executive Governing Board.

This multi-level approach to access to reports and data housed within the Alaska SLDS will allow robust feedback to stakeholders. For the first time, all Alaskans will have access to de-identified aggregated information unavailable to them prior to this project through the secure public web portal, while more detailed research and analysis will be possible under the auspices and protection of the SLDS governance board. Exhibit 8 illustrates the data feedback expected once the system is operational.

EXHIBIT 7. Data Reporting and User Access



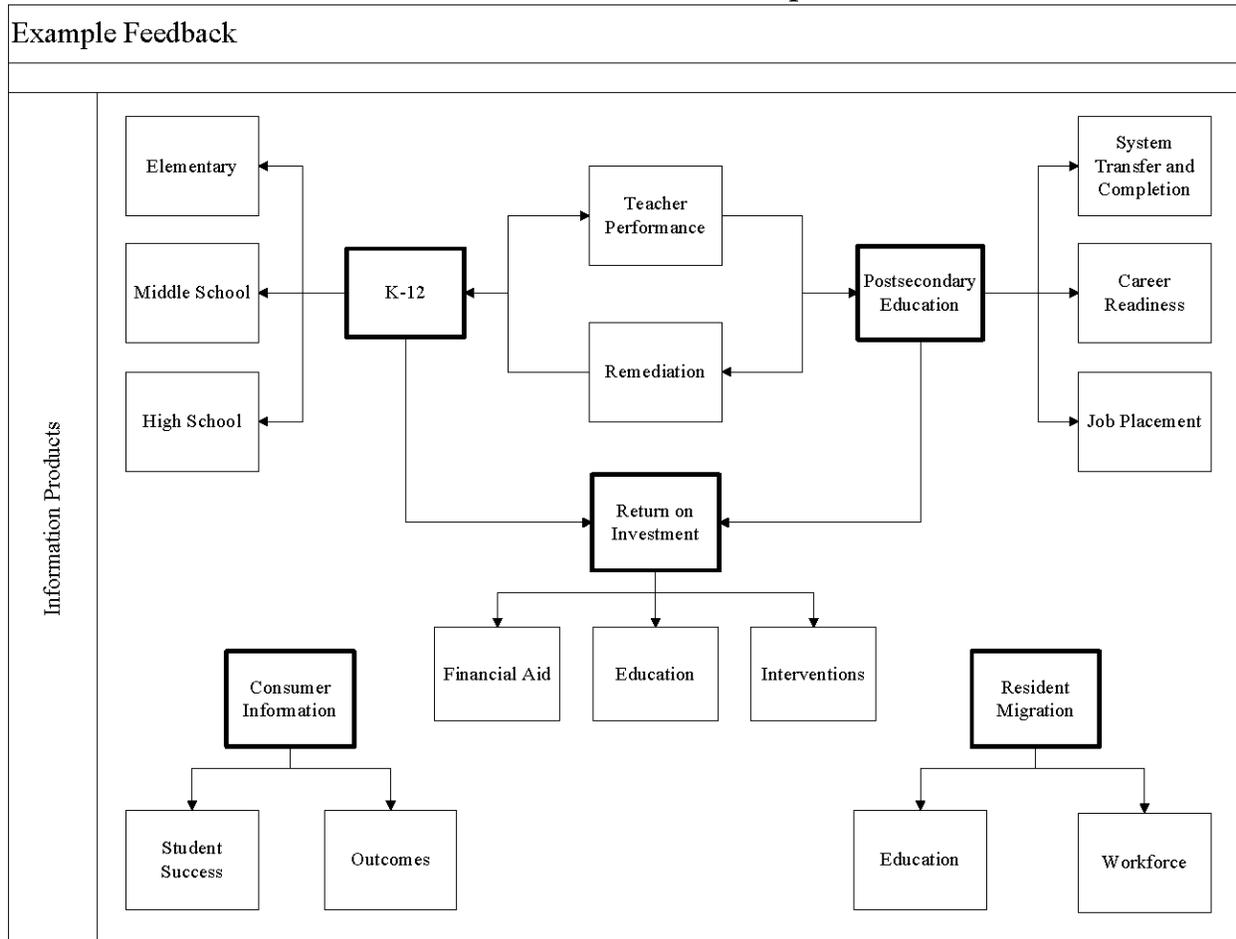
4.1 Determination and Development of Required Reports

Through discussions with and input solicitation from stakeholders, consultants, research partnering agencies and the SLDS governing boards, and using Alaska’s existing critical policy questions as a starting point, the content and scope of the SLDS reporting instruments will be determined. From these efforts, and using current best reporting practices from other states operating a SLDS, Alaska will design the various feedback reports. Feedback reports will be designed to meet the needs of specific target audiences, including their area(s) of concern with regards to education and workforce outcomes, and their need for detail. Such reports will be incorporated into a SLDS reporting library, allowing for efficient information updating. For more detailed reporting needs, application code will be created and maintained so that internal researchers can retrieve and edit it to run more ad hoc queries.

4.2 Deployment of a Reporting Platform

Alaska will deploy a reporting platform accessible to authorized research level users. This platform will allow researchers to build their own queries on the SLDS data through a graphical point-and-click interface. They will be able to access only data which have been de-identified (i.e., all PII removed). Alaska intends to use existing hardware to run this system but, if needed, is prepared to expand its hardware infrastructure. The technical staff associated with the Alaska SLDS will determine the software to be used and will install that platform as well as make any user software applications available to authorized users.

EXHIBIT 8. SLDS Feedback Information Product Examples

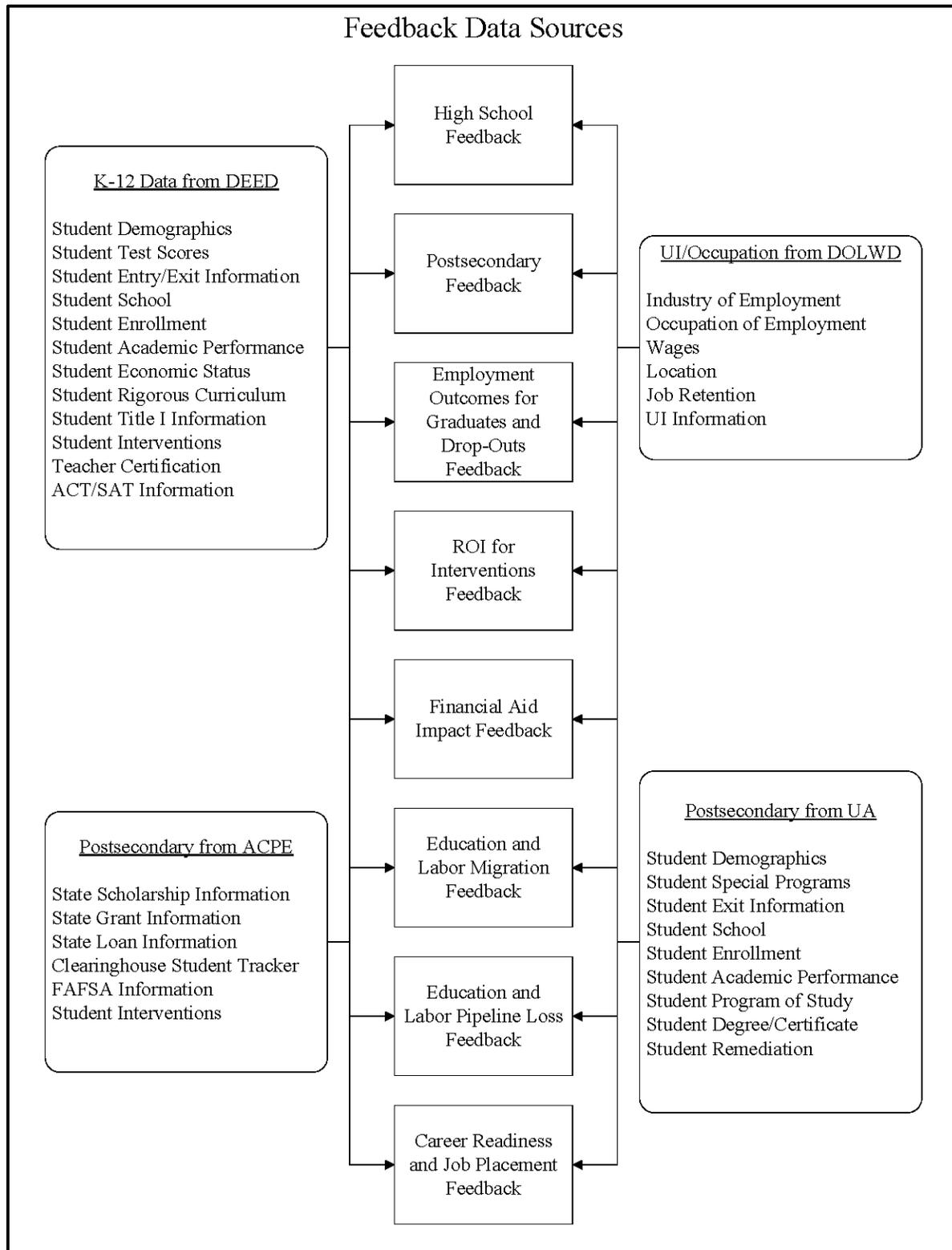


4.3 Creation of a Data Portal

Alaska will create a data portal to house reports and information products related to P-20W issues and initiatives. The portal itself will provide information available for general public access. Staff will utilize content area specialists to assist in the creation of specific reports in order to understand the appropriate measures and metrics to include. Alaska will create the requirements and general statistics and metrics to be displayed as well as rules for data re-disclosure and secondary suppression guidelines to ensure privacy protection for individuals is maintained. All reports placed on the publicly accessible data portal will be approved by the Executive Governing Board prior to release. The conceptualized flows of data into these feedback reports is presented in Exhibit 9.

Access will be monitored to maximize data security, including the assignment and use of user IDs and passwords, and a vetting process to ensure users performing more sophisticated analyses fully understand the data and its application to their areas of interest. In addition, the PMO will engage its analysts and work with the legislature to use data to review the impact of proposed legislation and/or otherwise inform state policy. A research agenda will be developed for annual approval by the Executive Governing Board to ensure ongoing public engagement with the data and best use of the data and analytical resources to inform current projects and initiatives.

EXHIBIT 9. Feedback Data Sources



Deliverable 5. Training and Professional Development

Alaska will provide targeted training and professional development to facilitate, informed use of the Alaska SLDS by a variety of interested user groups. Related events and products will include development of additional information products to meet user needs during and beyond the grant period. This deliverable includes researching and assessing staff, stakeholder, and other public users' needs to identify the most efficient and effective training methods and materials for each training audience. Training will be delivered in a variety of formats to best meet the needs of as large and diverse an audience as possible, using technology whenever possible to maximize accessibility while minimizing delivery costs.

5.1 Training Development for and by PMO

Consultants will provide the initial user level face-to-face system administration orientation and training to PMO staff. This includes administering user access and credentials as well as defining reports on the web portal. Training curricula and content will be fully documented by the PMO, and training responsibilities will extend to development and maintenance of online documents and web-based training for state researchers/analysts, approved researchers and the public. ACPE already benefits from an existing robust training unit staffed by professionals with extensive training skills and experience. The PMO will call on this group, as well as consultants, to develop and deploy/market these training tools. Additionally the PMO will be versed in all of the following levels of user access.

5.2 Training Development for Technical Manager and Staff

Consultants and ACPE will provide initial user level on-site hardware and software system management training. This will include all server and database updates including ETL and MPI processes. Training and procedure documentation will be created and securely maintained in the event of staff turnover.

5.3 Training for State Researchers/Analysts

Alaska will provide focused user level face-to-face software training on the reporting platform for authorized researchers/analysts from each agency. This agency researcher/analyst training will focus on available data, user interface and query creation for researchers. Researchers/analysts will be provided with an online handbook on all data dictionaries, mapping documentation and training guides. This handbook will be stored on the SharePoint project site and will be updated by the PMO as needed.

5.4 User Level Training for Approved Researchers

Alaska will provide the user-level training handbook developed under outcome 5.3 upon approval of the governance board. Web-based training will be provided and must be completed prior to having access granted to the front end analytical tool. This training will ensure the user understands protocols for gaining research/special studies approval, how to use the analytical tool, and how to interpret data.

5.5 Web-Based Training for New General Public Users

Training for general public users will be available through a variety of self-service media, including online tutorials; hosted, interactive webinars; and an online help functionality including a plain English data dictionary. Paper and PDF documents will also be available for

all system operations. Self-service tools will conform to protocols that allow information presentation in alternative formats for users requiring such accommodation. Each of the primary individual reports in the data portal will have an interactive web-based training associated with it. This training will ensure the user understands how to interpret the report and what, if any, caveats or limitations apply to the report and data used to generate the report.

Deliverable 6. Develop a Project Sustainability Plan

The last step in building the Alaska SLDS will be the development of a sustainability plan to ensure seamless operation after the grant. Planning for system sustainability has already started and will be a priority throughout the project development process. In this plan critical personnel will be identified for the continued maintenance, development and expansion of the system. Ongoing hardware and software costs will be identified for budgeting purposes. ASLC will provide sustainability funding for the project. A communications and expansion plan will be included as part of this sustainability plan to ensure continued use and development of the SLDS. In addition, identifying sources of funding for future expansion will be addressed in this plan. This plan, along with all SLDS activities, decisions, policies and procedures will be fully documented and available to all stakeholders, including the public, with the exception of materials that might compromise security. The sustainability plan will be formalized and finalized in the last quarter of the project; however, sustainability planning will be considered in every phase of project development.

6.1 Funding

As noted, ASLC will provide post-grant funding for the SLDS as a key component of ACPE's operating activities. Analysis of SLDS funding needs will become a regular component of ASLC/ACPE's annual budgeting cycle, and, as such, will be an open and public process.

6.2 Maintenance

Maintenance activities will include regular analysis of changes or upgrades needed relative to hardware, software, and infrastructure; as well as analysis of staffing needs, ranging from training and skills development for existing staff and any needs for additional staffing or external consultations. Maintenance will also include an annual report to the Alaska Legislature, and annual surveys of stakeholder groups (researchers, school districts, postsecondary providers, industry groups, Native organizations, etc.) to determine whether the SLDS continues to meet their needs and to solicit input on new uses or useful data sources.

6.3 Expansion

Expansion will be driven in part by responses to reports and surveys developed as part of the SLDS maintenance activities. As part of this phase, the PMO will develop for approval by the governing bodies and circulation to stakeholders a rolling five-year plan that describes expansion goals and annual plans to meet those goals. Examples of expansion activities include bringing in new data sources that can enhance the SLDS' utility, such as corrections or social services data, and developing new stakeholder reports.

6.4 Review and Assessment

Key to sustainability is continuous assessment and improvement. To facilitate accomplishment of these goals, the PMO intends to periodically contract with an independent third party with

SLDS-related expertise to review the Alaska SLDS and make recommendations for improvement, identify any gaps or risks and associated mitigation strategies, and to report its findings directly to the SLDS governance boards and the public.

C) TIMELINE FOR PROJECT DELIVERABLES

Alaska will link its existing K-12 data system with postsecondary and workforce data in order to more efficiently and effectively provide needed information to policy makers and educators about the linkages across the education and workforce systems through the accomplishment of the six deliverables enumerated above. Although all partner agencies will provide input and support to the accomplishment of these deliverables, the primary responsible parties for completion of the supporting tasks will be the Project Director and the Technical Project Manager; and completion of all deliverables will be approved by the Executive Governing Board, Data Stewards Governing Board, or other party as designated by the governing boards. Each of the six deliverables has a set of supporting tasks that will be performed during the three-year grant period. Exhibit 10 lists the deliverables, supporting tasks, responsible parties, and beginning and ending months for each deliverable and supporting task, assuming that funding becomes available in May 2012.

EXHIBIT 10. Project Timeline

Deliverable	Supporting Tasks	Responsible Party	Month Begin	Month End
Deliverable 1 - Project Planning and Preparation (months 1-9)	1.1 Overall Project Plan	Project Director	May 2012	Jul 2012
	1.2 Project Mission Statement and Project Methodology	Project Director	May 2012	Jul 2012
	1.3 Develop and Deploy Governance Structure	Project Director	May 2012	Jan 2013
	1.4 Validate Critical Policy Questions	Project Director	Jul 2012	Sep 2012
	1.5 Analysis of State and Agency Needs for Reporting	Project Director	Jul 2012	Sep 2012
	1.6 Identify Business and Technical Requirements	Project Director	Sep 2012	Nov 2012
	1.7 Analysis of Existing Data Systems	Technical Project Manager	Jul 2012	Oct 2012
	1.8 Develop Data Models for the SLDS	Technical Project Manager	Nov 2012	Jan 2013
Deliverable 2 - Hardware Infrastructure (months 10-12)	2.1 Order, Install and Test the Server Hardware and Software	Technical Project Manager	Feb 2013	Apr 2013
	2.2 Set Up the Networked Data Storage	Technical Project Manager	Feb 2013	Apr 2013

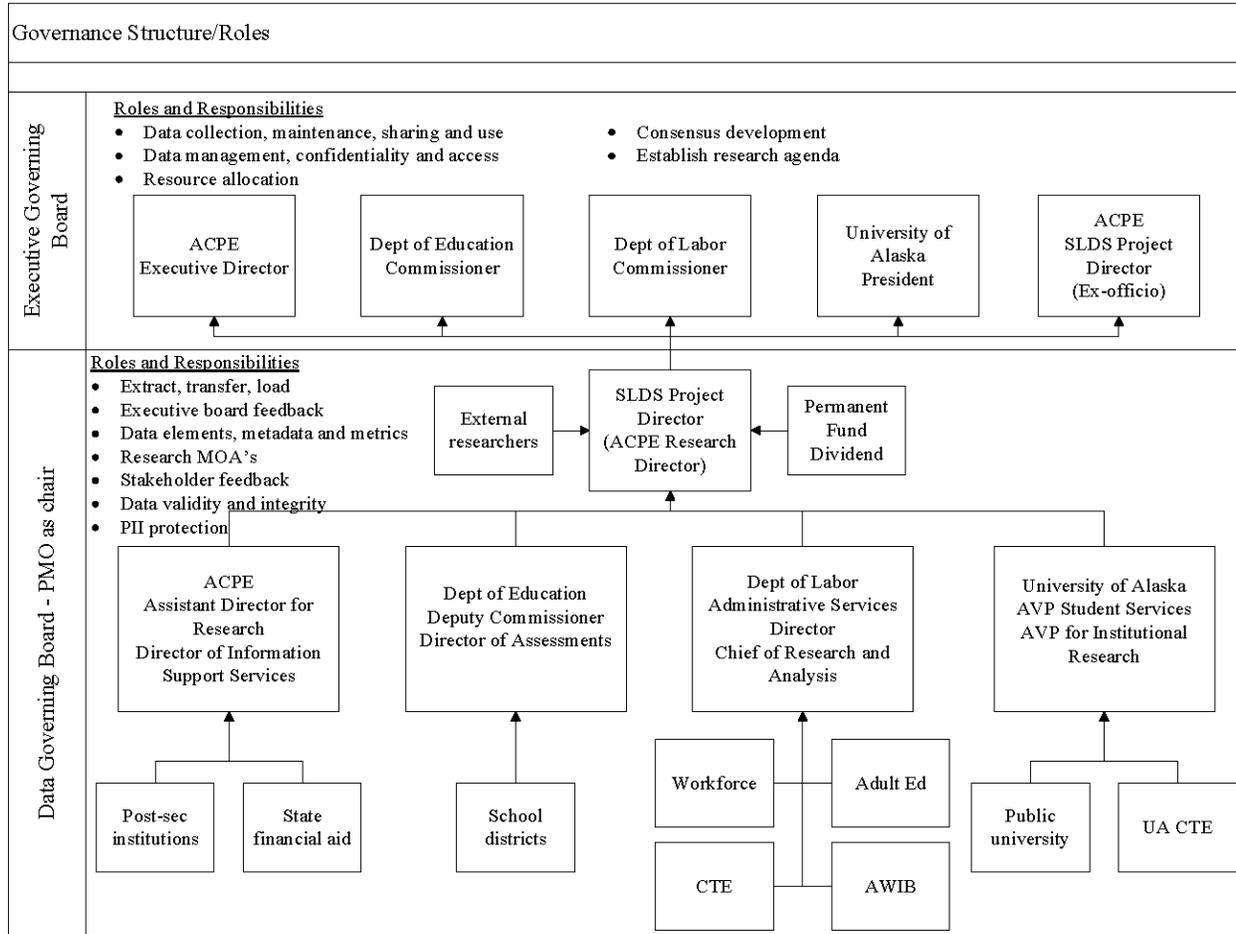
	2.3 Order, Install and Test the Backup Solution	Technical Project Manager	Feb 2013	Apr 2013
Deliverable 3 - Development (months 13-24)	3.1 Create Extract Transform and Load (ETL) Processes	Technical Project Manager	May 2013	Aug 2013
	3.2 Creation of a Master Person Index (MPI)	Technical Project Manager	May 2013	Dec 2013
	3.3 Creation and Population of the Database Environments	Technical Project Manager	May 2013	Apr 2014
Deliverable 4 - Data Reporting (months 25-30)	4.1 Determination and Development of Required Reports	Technical Project Manager	May 2014	Oct 2014
	4.2 Deployment of Reporting Platform	Technical Project Manager	May 2014	Oct 2014
	4.3 Creation of a Data Portal	Technical Project Manager	May 2014	Oct 2014
Deliverable 5 - Training and Professional Development (months 31-36)	5.1 Training Development for and by PMO	SLDS Project Director	Nov 2014	Jan 2015
	5.2 Training Development for Technical Manager and Staff	SLDS Project Director	Nov 2014	Feb 2015
	5.3 Training for State Researchers/Analysts	SLDS Project Director	Feb 2015	Apr 2015
	5.4 User Level Training for Approved Researchers	SLDS Project Director	Nov 2014	Apr 2015
	5.5 Web-Based Training for New General Public Users	SLDS Project Director	Nov 2014	Apr 2015
Deliverable 6 – Sustainability (months 34-36)	6.1 Funding	SLDS Project Director	Feb 2015	Apr 2015
	6.2 Maintenance		Feb 2015	Apr 2015
	6.3 Expansion		Feb 2015	Apr 2015
	6.4 Review and Assessment		Mar 2015	Apr 2015

D) PROJECT MANAGEMENT AND GOVERNANCE PLAN

The Alaska SLDS will be physically located within ACPE for support and sustainability purposes but will be governed and managed by cross-agency groups of Alaska officials (see Exhibit 11). Consistent with the EDS policy discussed in Section A, Project Sustainability and Funding, the Alaska SLDS will be collectively governed at the senior level by DEED, DOLWD,

ACPE, and UA. At the technical level, additional stakeholders will be incorporated to ensure representation in the SLDS governance for all key constituencies.

EXHIBIT 11. Alaska’s Governance Team



Executive Governing Board

The Executive Governing Board will function in Alaska as the governance body for the development of P-20W data sharing projects including the creation and maintenance of the SLDS which will be developed under this grant. The team itself is composed of the executives from each of the agencies as shown in Exhibit 12, or their designees, and the SLDS Project Director, who will function in an ex-officio role.

EXHIBIT 12. Alaska’s SLDS Executive Governing Board

Agency	Incumbent Member
Department of Education/Early Development	Commissioner Mike Hanley
Department of Labor/Workforce Development	Commissioner Click Bishop
ACPE	Executive Director Diane Barrans
University of Alaska	President Pat Gamble

Alaska's EDS policy was signed on December 5, 2011 and the EDS policy team had not formally met as such as of the December 15th grant application date. However they will convene in their dual roles as both EDS policy team and Alaska SLDS Executive Governing Board members at least quarterly to discuss issues related to their charge and the creation of a P-20W system. Their first meeting is scheduled in January of 2012 at which time they will decide on administrative protocols such as how future meetings will be organized, how decisions are made by the group, and the creation of the SLDS Data Stewards Governing Board, which includes agency leadership as well as the leadership of other state agencies identified in the EDS Policy and other stakeholders to provide input and feedback on the process and projects. The Executive Governing Board duties are envisioned to include:

- Determine memberships in the governing bodies, and respective duties and authorities.
- Determine ownership of data included in the SLDS, and therefore the agency responsible for its accuracy and for its maintenance.
- Determine how changes to the rules governing the SLDS are submitted, considered, acted upon and implemented.
- Determine who, and for what purposes, access to data will be granted. Define the categories of various users and data to which each role has access, and formulate a data disclosure policy providing for appropriate access to the SLDS data.
- Communicate with the public and data users about the SLDS, its value, the various uses for it, and the security of data it contains. Ensure the public perception of the SLDS is a positive one, and advocate for the SLDS and its mission as required.
- Ensure all SLDS data uses are open and transparent, and that data are not used for punitive or other inappropriate measures or to evaluate employee performance, either of individuals or groups of employees.
- In cooperation with the Data Stewards Governing Board, investigate complaints of the release of PII, following the process in place in State of Alaska regulations and associated protocols and procedures developed and documented by the PMO.

Data Stewards Governing Board

The Data Stewards Governing Board is composed of members of the principal data sharing organizations. Membership changes to the Board will be determined by the Executive Governing Board. This entity will be charged with making certain data are accurate and coordinating the updating and maintenance of the database. They will also monitor the SLDS to ensure the data security and that the system meets all regulatory requirements of the various agencies. The Data Stewards Governing Board duties are conceptualized to include:

- Determine and define data elements and metadata captured in the SLDS.
- Determine technical processes and policies relative to timing and methodology for data uploads from data providers.
- In cooperation with the Executive Governing Board, prioritize information requests.
- In cooperation with the Executive Governing Board, investigate complaints of misuse of or inaccuracies in SLDS data and reports. When complaints include release of PII, the investigation will follow the process required by Alaska law.
- Formulate the procedures required to approve special data requests within the data disclosure policies set forth by the Executive Governing Board. Set data access rules for the various user roles that meet the guidelines of the Executive Governing Board.

- As required and as approved by the Executive Governing Board, create Memoranda of Agreements for special research using SLDS data.

Project Management

The Alaska SLDS project will be managed by the Project Director with the SLDS Data Governing Board making essential project decisions on behalf of the collaborative of participating agencies. As fiscal agent, DEED will provide budgetary oversight.

The Project Director will manage the project using accepted project management processes including the creation of planning documents, a project plan and timeline, budget documents, and logs of issues to be resolved and agreements to changes to the project plan. These documents will be developed and maintained by the SLDS Project Manager. The Project Manager will manage a SharePoint site where all working and final documents are maintained, and where obsolete documents are archived.

Decision Making

The Executive and Data Governing Boards will make decisions based on consensus. The Project Director and Technical Project Manager will work to facilitate consensus on issues. If consensus cannot be reached, the decision moves up to the next level of approval to decide. In matters before the Executive Governing Board, a negotiated approach to reaching consensus will be used.

Communications

The Project Director is responsible for providing regular communication updates to the Executive Governance Board and other stakeholders to ensure everyone with a need to know is aware of project progress, milestones, and news. Specific communications include:

- Monthly status update reports to the Executive Governance Board on current progress, initiatives, progress, and issues that are being resolved.
- Quarterly status update reports to the wider audience of stakeholders that include information about progress indicators, goals, and milestones.
- Quarterly budget report to the Executive Governance Board jointly developed by the Project Director and Project Manager and the DEED budget designee for the project.

In addition, all Executive and Data Governing Board members will have access to a SLDS Project SharePoint site maintained by the project manager. All officially approved documents, plans, and resource materials will be maintained on this site as well as serving as the primary hub for issue logs and documenting project plan changes and other decisions. The site is not public and is intended for project leadership only.

E) STAFFING

Section D, Project Management and Governance Plan, provides information about governance members and project management personnel qualifications to manage and implement the deliverables outlined. Many of the other personnel identified for Alaska's SLDS project are part of the grant application team and have worked with K-12, postsecondary, or workforce data systems, reporting tools, and policy analysis. The application's Budget Information Non-Construction Programs (ED 524) – Section C lists all of the positions required to develop

Alaska’s SLDS and details the corresponding time commitments, percent of FTE by project year, and cost. Exhibit 13 contains an abbreviated version of ED 524 Section C and details the time commitments of SLDS project personnel by percent of full-time employee (FTE) for State of Alaska employees and number of contract days for contract positions.

EXHIBIT 13. Abbreviated ED 524 Section C

Grant Period	Year 1				Year 2				Year 3				Totals					
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Years FTE	Number of Days				
Position Title	Time Commitment (% FTE for personnel and # of days for contractual)																	
Project Director	100%												3.00					
Project Manager	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5		750.00				
Research Analyst	100%												3.00					
Technical Project Manager	25%												0.75					
Business Analyst #1	100%												3.00					
Business Analyst #2	-	-	62.5	62.5	62.5	62.5	62.5	62.5	62.5	-	-	-		437.50				
System Architect	-	-	31.25	31.25	15.25	16	15.25	16	-	-	-	-		125.00				
Database Administrator	-	-	15.25	16	15.25	16	15.25	16	15.25	16	15.25	16		156.25				
SQL Developer #1	-	-	100%										2.50					
SQL Developer #2	-	-	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5	62.5		625.00				
Application Developer	-	-	-	-	100%								-	-	1.50			
Report Writer/ Dashboard Developer	-	-	-	-	-	-	100%							1.50				
Technical Staff to Support Agencies	-	-	125	125	125	125	125	125	125	125	-	-		1,000.00				
Agency Project Managers																		
DEED	50%												-	-	-	-	1.00	
UA	50%												-	-	-	-	1.00	
DOLWD	50%												-	-	-	-	1.00	
SLDS Consultant	-	-	15.25	16	15.25	16	-	-	-	-	-	-		62.50				
Economic Data Analyst	-	-	-	-	-	-	-	-	15.25	16	-	-		31.25				

Exhibit 14 identifies each team member’s organizational affiliations, position description, and the incumbent’s qualifications to successfully manage and implement the proposed Alaska SLDS project. Many of these individuals were involved in the development of this application and will become key personnel of Alaska’s SLDS project. Appendix C contains the resumes of the named agency personnel listed in the following table.

EXHIBIT 14. Alaska’s SLDS Project Team

Position	Description
Project Director 100% (Brian Rae, ACPE)	The Project Director position was created at ACPE specifically to provide management and expertise relative to SLDS activities and will be responsible for managing all aspects of the grant deliverables and staff

Assistant Director for Research, grant funded/in-kind)	assigned to the project to ensure successful project completion while adhering to identified requirements. Responsibilities include mitigating risk, working with leadership to resolve changes to the project plan or issues, and working with IES staff on all activities related to reporting project progress. Mr. Rae has over 16 years of project management experience while overseeing the collection, compilation and analysis on data elements using both internal and external data sources. He is skilled in strategic planning and outcomes reporting based on confidential information. He currently serves as Alaska’s representative at the annual federal SLDS meetings.
Project Manager 750 days (contract, grant funded)	The Project Manager will develop and maintain SLDS project documentation, the project plan, budget documents, and other artifacts including issue, decisions, and change logs; and develop required reporting documentation to provide updates to stakeholders about project progress. This position will assist the Project Director in facilitating and communicating the workflow, project progress, and any issues that may impact successful completion of deliverables.
Technical Project Manager 25% (Kenneth Dodson, ACPE Director of Information Support Services, in-kind)	The Technical Project Manager will manage technical aspects of the project, including technical staff supervision; technical staff assignments; approval of technical requirements; design and prioritization of technical deliverables; and general oversight of all technical aspects of this project. This position will work with the Project Director and Agency Project Managers to ensure all technical design issues are appropriately identified and addressed. Mr. Dodson has over 20 years of IT leadership and program and project management experience in higher education and information technology. He has extensive experience and knowledge of advanced principles and platforms of complex computer operations and networks and can provide the ability to ensure FERPA compliance throughout systems, programs, policies, and procedures.
Research Analyst 100% (vacant, ACPE Research Analyst, in- kind)	This position gathers data for the purpose of further research and analysis. The Research Analyst will develop queries against the relational databases, makes statistical calculations, and create complex formulas in spreadsheets. The skills required are ability to gather data, conduct data analysis, develop deliverables (written, spreadsheet, presentation) and meet time-sensitive delivery goals. The research analyst must be well-versed in information technology, information security, business applications, uses of technology, and data analysis. This position will assist with the development of reports and other information products using the system, and create ad hoc analyses to respond to data requests.
Business Analyst #1 100% (Jamie Oliphant, ACPE Business Analyst, in-kind)	This position will work with each data-providing entity and is responsible for gathering, analyzing, defining and documenting data elements. The position will provide project management relative to the data element analysis and transfer to the SLDS, which will include documentation of scope, high level requirements, developing a business design, creating test plans, and ensuring appropriate and complete project

	<p>methodology. The business analyst will act as the liaison between the project director and the technical director and developers, and with data “owners” at each data-providing entity. This position also conducts the project testing and documents and validates results, and makes recommendations relative to training needs. Ms. Oliphant has over seven years of analysis and project management experience. She is knowledgeable of multidimensional models with on-line analytical processing OLAP cubes utilizing business intelligence tools. She has expertise in defining and documenting project methodology developing data dictionaries and mapping documentation, and developing and delivering related training.</p>
<p>Business Analyst #2 437.5 days (contract, grant funded)</p>	<p>See description for Business Analyst 1. The Business Analyst 2 position will work closely with the Business Analyst 1 to perform the duties listed under the Business Analyst 1 position description. There will be a concerted effort to ensure both Business Analyst positions collaborate to ensure complete knowledge transfer related to the project and individual deliverables takes place.</p>
<p>System Architect 125 days (contract, grant funded)</p>	<p>The architect establishes the basic structure of the system, defining the essential core design features and elements that provide the SLDS framework. This position is responsible for interfacing with the user and stakeholders in order to determine evolving needs and generate system requirements based on the user's needs and constraints such as cost and schedule. The architect will also develop standards and ensure best practices creating the actual system design, component specification, schemas, and models.</p>
<p>Database Administrator 156.25 days (contract, grant funded)</p>	<p>The primary job duties of the database administrator are building, maintaining, administering and supporting the SLDS databases. This position is also responsible for keeping data secure by managing access, privileges and information migration. The database administrator installs and configures database management software, translates database designs, and diagnoses database performance issues. Other responsibilities include evaluating new tools and technologies, analyzing user needs, making training recommendations, and presenting findings to management.</p>
<p>SQL Developer #1 100% (Joseph Wolner, ACPE Programmer/Analyst, in-kind)</p>	<p>The SQL developer develops applications and integrates data into the SLDS environment using the Microsoft SQL Server platform. Additional responsibilities include developing reports, data warehousing duties, and similar data-related functions. This position will also be responsible for performing quality checks on reports and exports, and creating and maintaining documentation for all database projects. Mr. Wolner has 21 years of analysis/design experience, 25 years of programming and data warehousing experience and 16 years of Internet development experience. He currently manages several database servers and supports the underlying data and manages information systems disaster recovery projects. He is experienced with documenting, implementing and monitoring standards to ensure quality, security, data</p>

	integrity, and regulatory compliance in the programming environment.
SQL Developer #2 625 days (contract, grant funded)	See description for SQL Developer 1. The SQL Developer 2 position will work closely with the SQL Developer 1 to perform the duties listed under the SQL Developer 1 position description. There will be a concerted effort to ensure both SQL Developers collaborate to ensure complete knowledge transfer related to the project and individual deliverables takes place.
Application Developer 100% (Jim Weidemaier, ACPE Deputy Director Information Support Services, in-kind)	The application developer is responsible for designing, building, testing, documenting and implementing software code-based solutions to create programs which fulfill functions identified in the business requirements. The application developer will be responsible for turning user needs into web-based and stand-alone applications to support the overall project goals and system automation. Mr. Weidemaier has 21 years of analysis experience, 17 years of project management experience, and 26 years of programming experience. He is experienced with data modeling concepts to create consistent and predictable data designs. He has also designed and implemented third-party data transfer protocols to maximize data security and integrity
Report Writer/Dashboard Developer 100% (Jeff Wockenfuss, ACPE Programmer/Analyst, in-kind)	The report writer is responsible for the creation, documentation, and support of reports and other information products using the SLDS. The report writer will also coordinate end-user training on report writing software and support users in ad-hoc report creation. This position works closely with end-users to gather report requirements and ensure proper testing/validation. Mr. Wockenfuss has 22 years of programming analysis experience and 17 years of project management experience. He is experienced in VSAM databases, SQL Server databases, JAVA programming; XML; COLBOL; CICS; and XML Schema development; Internet related technologies such as ASP.Net and HTML.
Technical Staff to Support Agencies 1,000 days (contract, grant funded)	These are contract technical positions who will support the efforts at each of the four agencies involved in the project. They will essentially perform the same duties as the SQL Developers, listed SQL Developer #1 and #2 positions, at the agency level to create the processes needed to extract and prepare data to move from the agency systems to the SLDS.
Agency Project Managers 50% (Erik McCormick, DEED Director of Assessments, grant funded) 50% (Vacant, UA Research Analyst, grant funded) 50% (Robert Kreiger,	The agency project manager positions will act as the project leaders and liaisons at the collaborating agencies. Existing staff at three of the partnering agencies will be allotted to the SLDS project: DEED, DOLWD, and UA. ACPE is otherwise included in this budget item in that the Project Director and Technical Project Director are staff of ACPE and will fulfill the role of agency project manager. The Agency Project Managers will coordinate and manage the SLDS project planning and development at the agency level and work closely with the SLDS Project Director and Project Manager. The agency Project Managers will work within the framework adopted by the Executive and Data Stewards Governing Boards. Mr. McCormick has 16 years of experience in education information. He served as the OASIS project manager and coordinator for the Alaska Student Identification System (ASIS). His

DOLWD Economist, grant funded)	role involves significant interaction with IT staff to ensure data is collected, stored and appropriately reported. Mr. Kreiger has 10 years' experience performing economic and market research. He currently manages the Research and Analysis Publications unit which includes monthly publication of Alaska Economic Trends magazine. He has also managed the daily operation of a large database which houses Alaskan wage, occupation, and place of work information for all employees covered under unemployment insurance.
SLDS Consultant 62.5 days (contract, grant funded)	A SLDS consultant will evaluate the overall project plan, recommend areas for improvement or consideration in the planning phase, and advise Alaska as it designs and builds the SLDS. This consultant will also work with Alaska stakeholders to review and validate the state's critical policy questions and to identify related training needs. The SLDS consultant will assist agency staff in the planning development of a secure and sequestered Master Person Index (MPI) process that incorporates custom matching algorithms and processes for matching individual records within the system using best practices from existing SLDS.
Economic Data Analyst 31.25 days (contract, grant funded)	The economic data analyst will assist agency staff with the development of economic reports and analyses, with emphasis on the use of education and labor force data to spur state and regional economic growth and development, and related training needs.

Additional expectations are that ACPE's and UA's internal training staff will design and develop training tools and resources, as informed by the work of the SLDS staff and consultants. ACPE intends to leverage its training staff and its community liaison and education outreach staff to fully penetrate the statewide stakeholder community relative to soliciting input on training needs, measuring community engagement, and testing training tools and resources for effectiveness in meeting needs.

Conclusion

The requested grant funding, combined with the work accomplished to date and the in-kind efforts both underway and planned during the grant period, will provide Alaska with the resources needed to develop and deploy a robust and critically-needed SLDS to link K-12, postsecondary, and workforce data. The SLDS will enable Alaska to evaluate the state's educational pipeline and its outcomes, answering pressing policy questions so Alaska can determine what works and better allocate increasingly scarce resources to maximize student opportunity – and therefore the state's opportunity – for success.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

APPENDIX D: ACRONYM LIST

ACPE – Alaska Commission on Postsecondary Education
APS – Alaska Performance Scholarship
ASLC – Alaska Student Loan Corporation
CEDS – United States Department of Education Common Education Data Standards
CICS – Customer Information Control System
CTP – Alaska Career, Technical & Private Schools
COBOL – Common Business Oriented Language
DOLWD – Alaska Department of Labor and Workforce Development
DEED – Alaska Department of Education and Early Development
EDS – Education Data Sharing Policy
ETL – Extract Transform and Load
FAFSA – Free Application for Federal Student Aid
FERPA – Family Education Rights & Privacy Act
FTE – Full Time Equivalent
GED – General Educational Development Diploma
HECR – Alaska Advisory Task Force on Higher Education & Career Readiness
HIPAA – Health Insurance Portability and Accountability Act
HTML – HyperText Markup Language
IES – Institute for Education Sciences
ISIR – Institutional Student Informational Reports
IT – Information Technology
MPI – Master Person Index
MOA – Memorandum of Agreement
MOU – Memorandum of Understanding
NCES – National Center for Education Statistics
NCHEMS – National Center for Higher Education Management Systems
NCLB – No Child Left Behind
NSC – National Student Clearinghouse
OASIS – Online Alaska School Information System
PFD – Permanent Fund Dividend
PII – Personally Identifiable Information
PMO – Project Management Office
P-20W – Pre-school through grade 20 and into the workforce
RFA – Request for Applications
ROI – Return on Investment
SHEEO – State Higher Education Executive Offices Association
SQL – Structured Query Language
SSN – Social Security Number
UA – University of Alaska
UI – Unemployment Insurance
VSAM – Virtual Storage Access Method
WICHE – Western Interstate Commission for Higher Education
WRIS – Wage Record Interchange System
XML – Extensible Markup Language

APPENDIX A FLOWS

- Exhibit 4 – SLDS Hardware
- Exhibit 5 – SLDS Environment
- Exhibit 6 – Identify, Validate and Match Data
- Exhibit 7 – User Access
- Exhibit 8 – Example Feedback
- Exhibit 9 – Feedback Data Sources
- Exhibit 11 – Governance Structure/Roles

Exhibit 5 – SLDS Environment

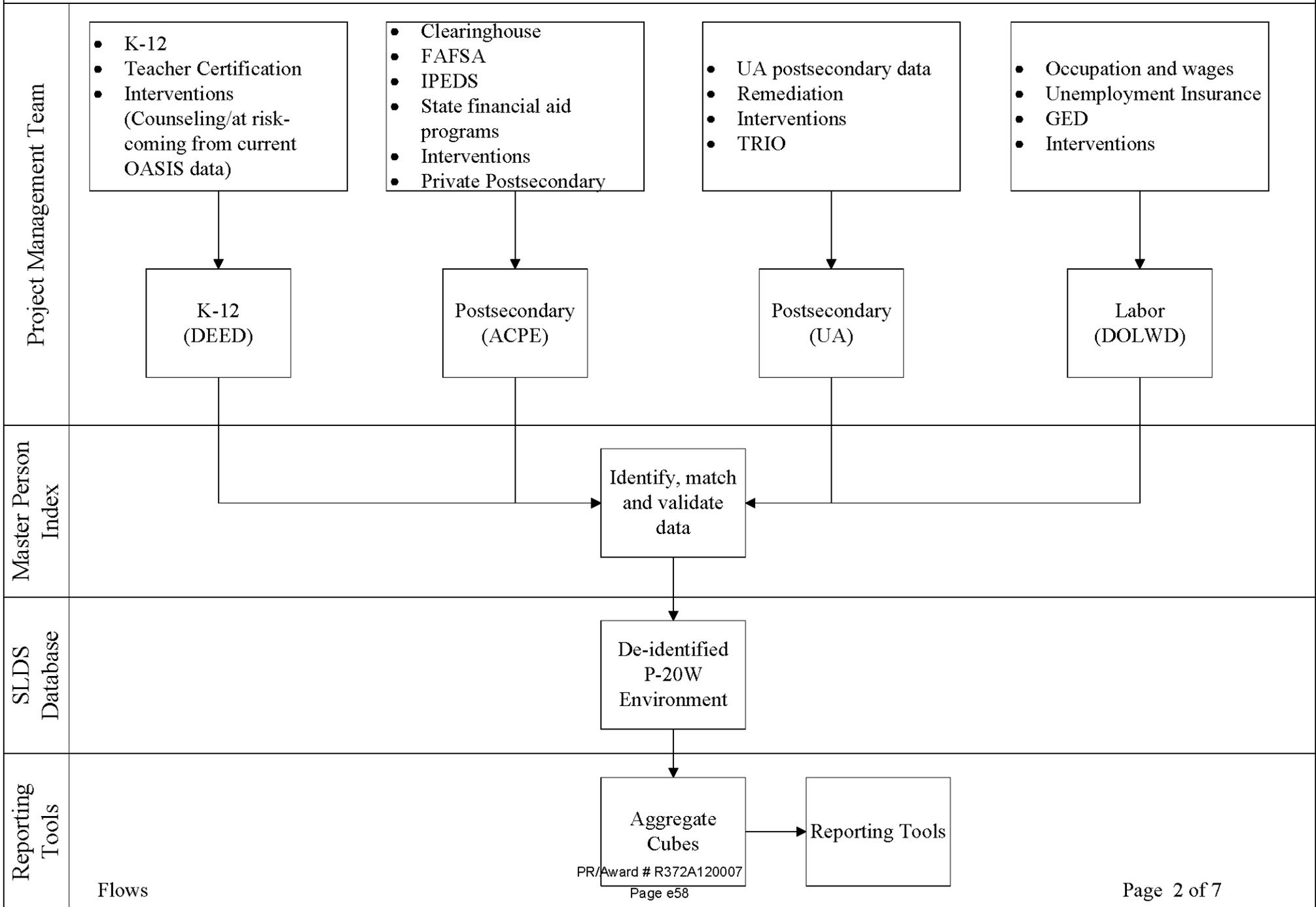


Exhibit 6 – Identify, Validate and Match Data

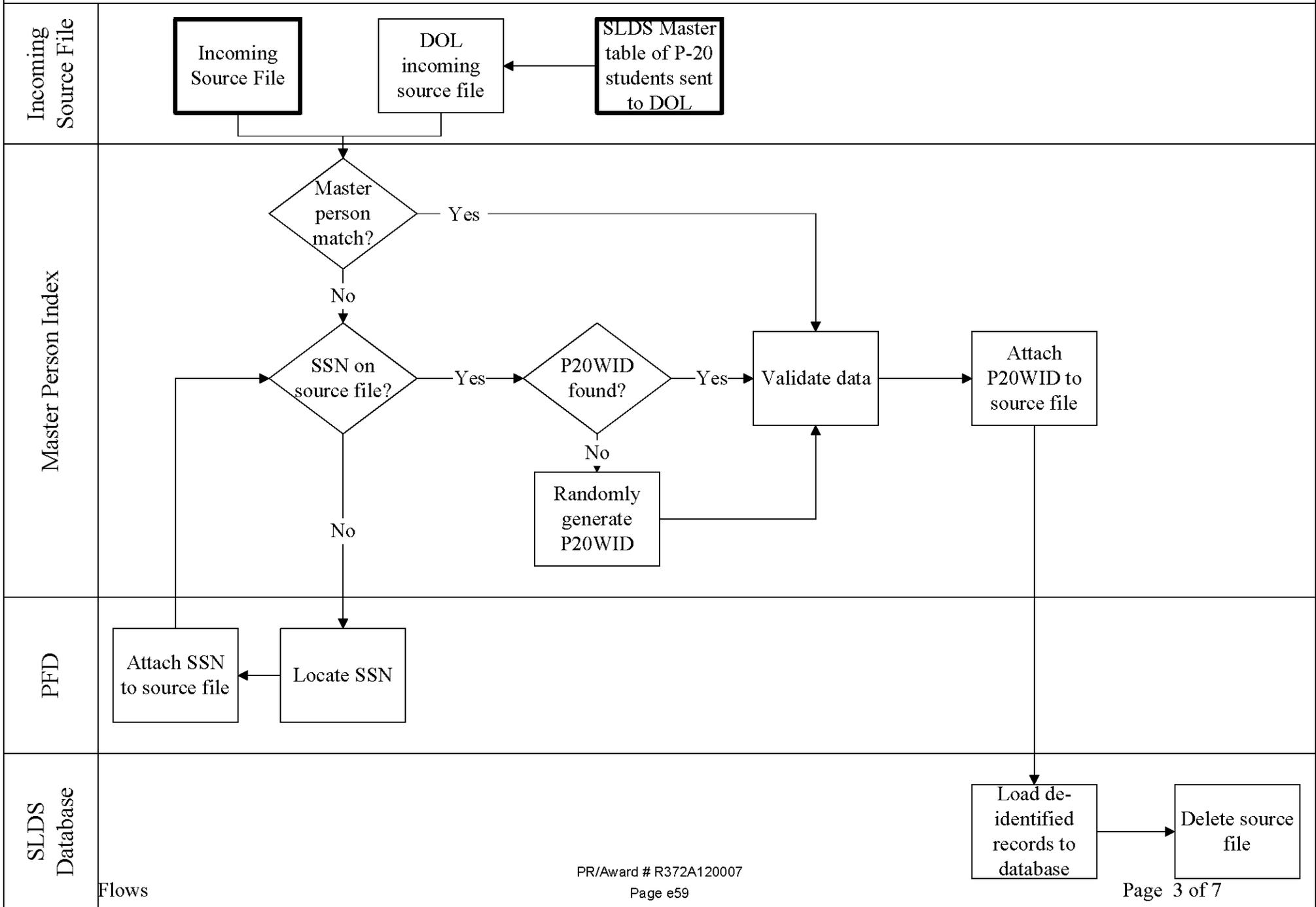


Exhibit 7 – User Access

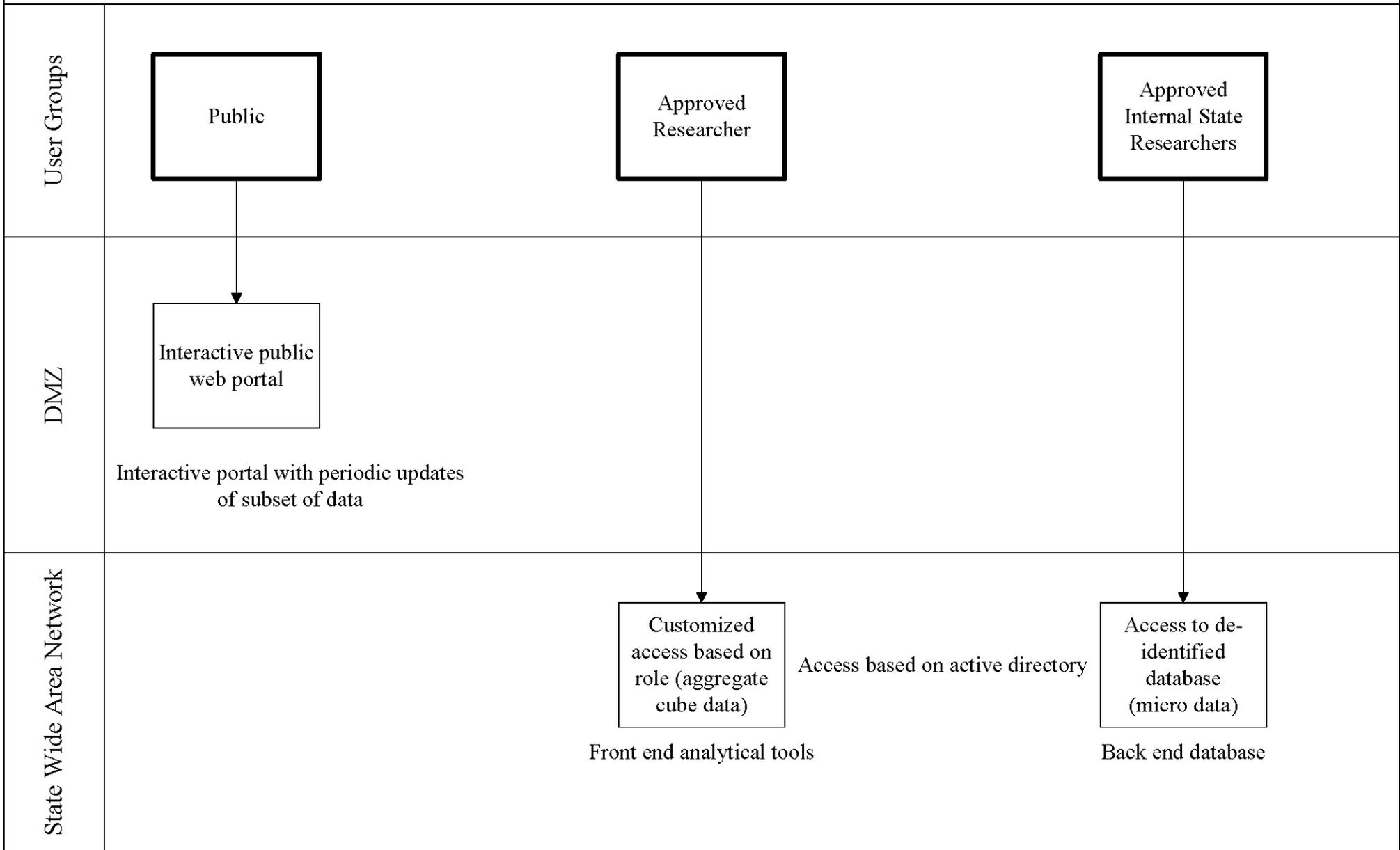


Exhibit 8 – Example Feedback

Information Products

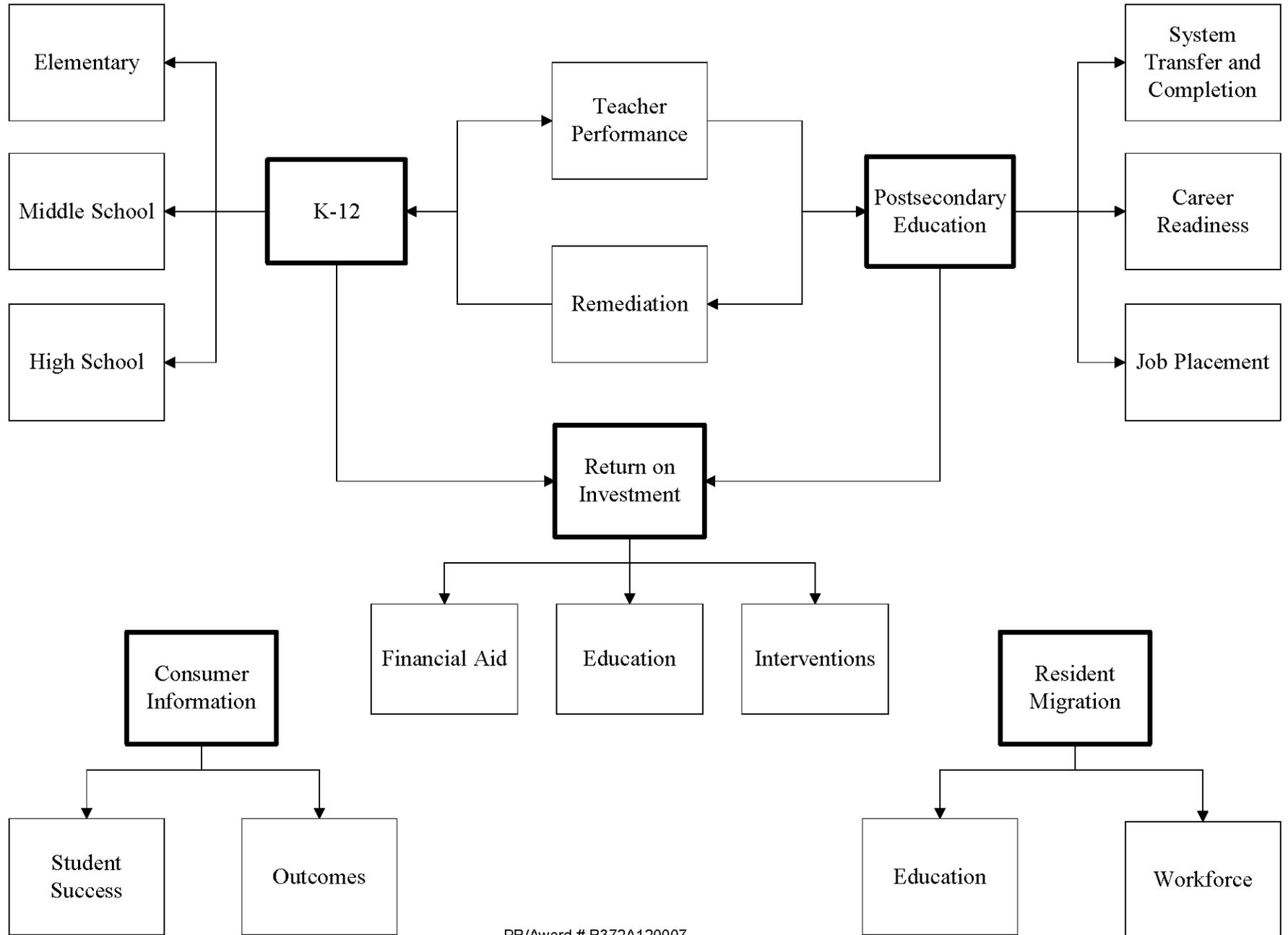


Exhibit 9 – Feedback Data Sources

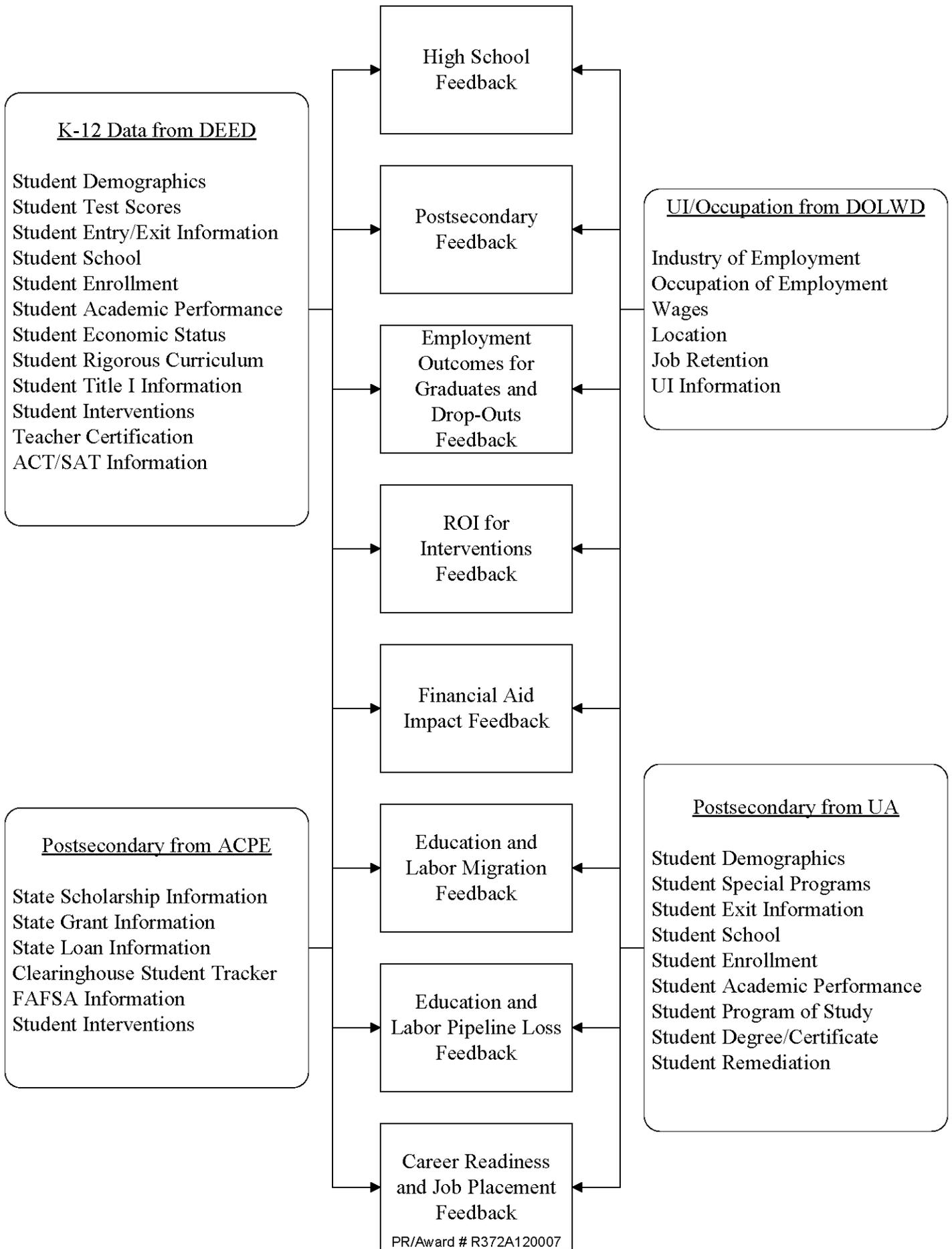
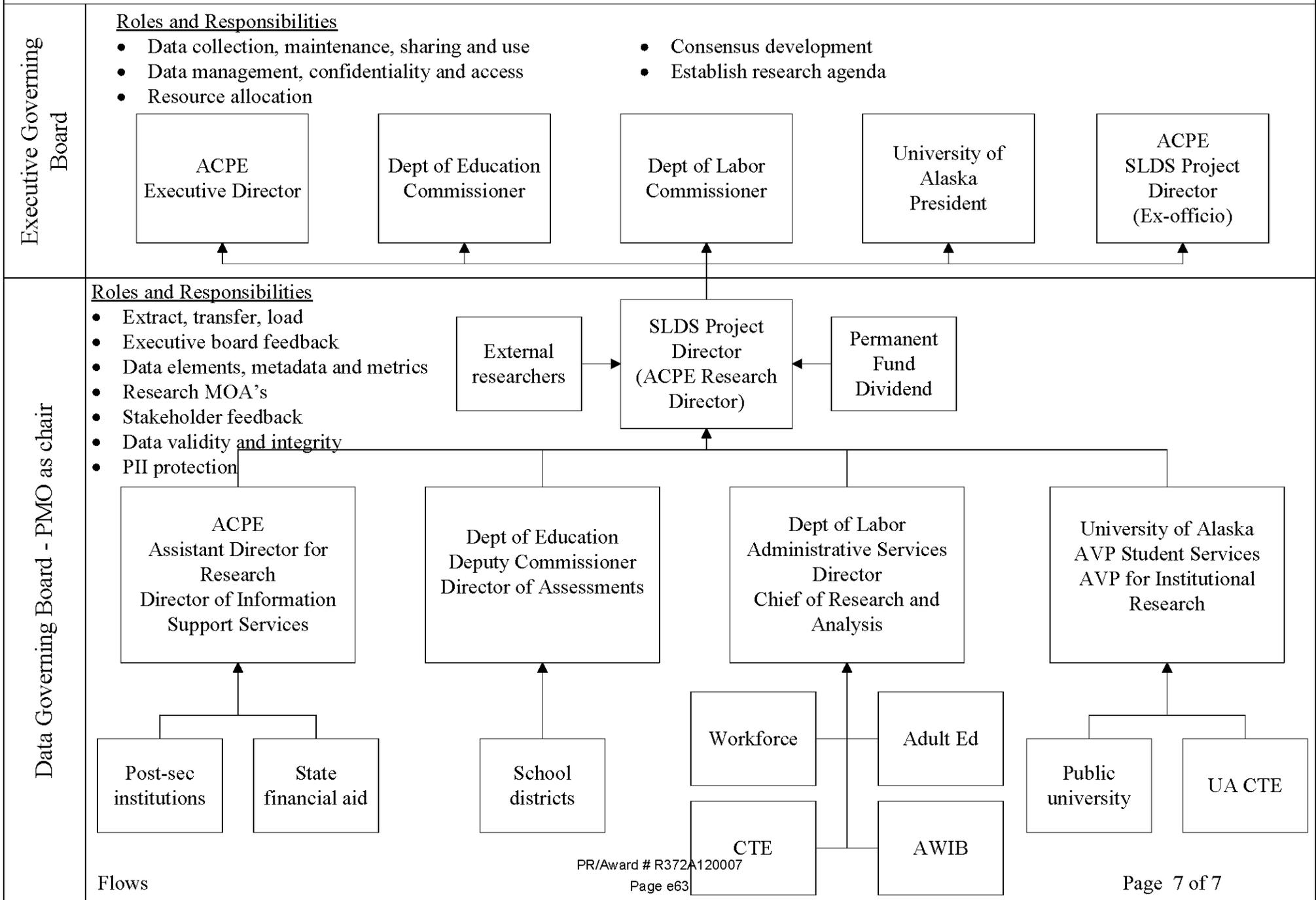


Exhibit 11 – Governance Structure/Roles



APPENDIX B

- Letters of Support (23 pages):
 - Alaska State Senator Gary Stevens
 - Alaska Process Industry Careers Consortium
 - Alaska PTA
 - Alaska Tech Prep
 - Anchorage School District
 - Association of Alaska School Boards
 - Cook Inlet Regional Inc. Foundation (CIRI)
 - Governor Sean Parnell
 - Ilisagvik College
 - Kodiak Island Borough School District
 - State of Alaska Commission on Postsecondary Education
 - State of Alaska Department of Education & Early Development
 - State of Alaska Department of Labor and Workforce Development
 - Alaska Workforce Investment Board
 - State of Alaska Department of Revenue
 - United States Senator Lisa Murkowski
 - United States Representative Don Young
 - University of Alaska
 - University of Alaska Center for Alaska Education Policy Research
 - Western Interstate Commission on Higher Education (WICHE)
- Governor Sean Parnell's Administrative Order No. 261 (3 pages)
- Memoranda of Agreements (6 pages)
 - between Department of Education and Early Development and Department of Labor and Workforce Development
 - between Alaska Commission on Postsecondary Education and the University of Alaska
 - among Department of Education and Early Development, Department of Labor and Workforce Development, University of Alaska Statewide Planning and Institutional Research Department, and Alaska Commission on Postsecondary Education
- 2010 Retreat Outcomes (9 pages)
- Focusing Educational Research Report (17 pages)
- Alaska Economic Trends, Tracking Alaska's Students (8 pages)
- ACPE Methodology Checklist Sample (1 page)

SESSION ADDRESS:
Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

Senator Gary Stevens

Alaska State Legislature

INTERIM ADDRESS:
112 Mill Bay Road
Kodiak, Alaska 99615
(907) 486-4925
Fax: (907) 486-5264

President of the Senate

November 15, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to write this letter of support for the State of Alaska's application for the Statewide Longitudinal Data Systems (SLDS) Grant, submitted on behalf of the partnership between the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE).

As members of the Alaska legislature, I and my fellow legislators frequently need accurate information about Alaska's schools, student achievement, and other education outcomes to make critical decisions on the best allocation of our state resources. This includes both basic funding for Alaska's diverse and geographically scattered school districts, as well as policy decisions intended to improve opportunities and enhance achievement levels for all Alaskan students.

In 2010-2011 I served as chairman of the Alaska Advisory Task Force on Higher Education and Career Readiness (HECR). This 20-member body was comprised of a wide range of education professionals representing multiple key players in our state's education pipeline, from Pre-K through University and workforce development. It was created to provide the Alaska State Legislature and executive branch with concrete recommendations to improve education outcomes in the state. After extensive research, one of the key recommendations from our task force was for our state to move forward with development of a statewide longitudinal data system. You can learn more about the task force and its recommendations at <http://hecr.aksenate.org/>.

Letters of Support

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Page 1 of 2

I am especially enthusiastic about the partnership between our DEED, DOLWD, UA, and ACPE to create the longitudinal data system. It represents an opportunity for much-needed increased efficiency and wise use of resources to reach common goals benefiting students and communities across the state. Without statewide longitudinal data reporting, Alaska's policy leaders cannot know if the dollars Alaska spends on education and workforce development are actually resulting in progress towards state higher education and career readiness goals.

Decisions made during the legislative process are extremely time-sensitive and require immediate access to sound information if we are to serve our students and constituents well. Implementation of this data system will also help legislators access exactly what we need quickly and efficiently.

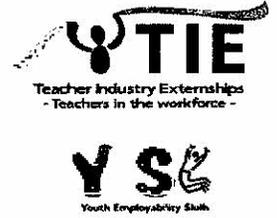
Last, implementation of this data system will also significantly improve the tools available for each Alaska school district, for the University of Alaska, and for the state's career education providers to make data-driven decisions. Analyzing the information provided by an overarching longitudinal P-20 data system will help administrators at the state level see more clearly where resources are needed and to measure the return on public investments in education and training, including developing targeted, sequential plans to prepare for future workforce needs.

Thank you for your serious consideration of Alaska's grant application. This is a critical tool and investment for our state. Please contact me if I can answer any questions or discuss this application with you.

Sincerely,



Senator Gary Stevens, President
Alaska State Senate



2600 Cordova St, Ste 105 • Anchorage, Alaska 99503 • (P) 907.770.5250 • (F) 907.770.5251 • www.apicc.org

November 30, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for Alaska application for the NCES Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data. Alaska needs more information about the relative successes of our secondary and postsecondary education programs in preparing Alaska's students for Alaska's jobs, and this grant promises to build upon existing state partnerships with business, education, and government entities to make efficient and effective integrated data systems a reality.

Alaska faces critical shortages in its labor force, which often results in high-paying natural resources / process industry / and related STEM careers positions going to out-of-state residents. Research consistently confirms that access to a well-trained workforce is vital to attracting business and industry investment in a state or community, and Alaska is losing ground when industry chooses to invest elsewhere. The proposed linkage of education/workforce development and labor data will help identify key statewide and local community needs and opportunities, allowing the state to perform trend analyses and develop goal-driven strategies to improve employers' access to a skilled, career-ready workforce.

Equally important, data from the SLDS will help career and technical education providers identify key points of transition in the education pipeline where students succeed or falter, allowing targeted interventions at the points where students need them most. Over time, we will be able to measure education outcomes as they relate to workforce development goals, allowing us to clearly identify and advocate for successful programs on behalf of our individual students and our state.

It is with over thirty years experience in education and workforce development at the Statewide level, I emphasize the significant need in Alaska for the SLD system, and I urge your favorable review and acceptance of Alaska's SLDS grant application. I will be very glad to speak with you about this project if I can be of assistance.

Sincerely,

(b)(6)

Todd Bergman
Executive Director

APICC, in collaboration with other Alaska industries and companies, education providers, government, labor and trade organization members, works to help build a sustainable system of workforce development and careers for Alaska's citizens.

APICC

Todd Bergman, Executive Director

Executive Committee

Sue Moore, Chair
Shell

Josie Hickel, Chair Elect
Pebble Partnership

Heather Spear, Secretary
Calsta

Mark Hysten, Treasurer
Beacon Occupational Health & Safety Services

Johnny Payne, Chair Emeritus

Dave Rees, Chair Emeritus

Millie Johnson, Chair Emeritus

Active Directors

Bill Hurley, Director
ConocoPhillips

Dale Kruger, Chair Emeritus
BP Exploration (Alaska), Inc.

Rhonda Lamp, Director
Bristol Bay Native Corporation
Kakivik Asset Management

Kathy Leary, Director
Ilisagvik College

Keith Montgomery, Director
Alaska Regional Council of Carpenters

Chris Myers, Director
Union Oil Company of California
(A Chevron Company)

Brent Senette, Director
CH2MHill

Tabetha Toloff, Director
Alyeska Pipeline Service Company

Chris Tuck, Director
IBEW, Local 1547

Fred Villa, Director
University of Alaska

Dan Wuthrich, Director
ASRC Energy Services

Letters of Support



November 24, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to write a letter of support for the State of Alaska’s application to create a statewide longitudinal data system that will link P-12 education data with postsecondary and workforce data. The Alaska State PTA will welcome the opportunity to access reports and longitudinal data products that will help us advocate for and improve student performance in our district, as well as plan our programs and resource allocations based on long-range data relative to student outcomes in postsecondary education and in the workforce.

Implementation of this P-workforce data pipeline will greatly enhance Alaska’s schools’ and educators’ ability to evaluate and improve our program outcomes in several important ways. It will provide us with the much-needed ability to determine how well individual programs and interventions prepare our students for postsecondary and workforce success, providing Alaska for the first time with concrete, quantifiable data to determine what works. Information available from wise use of this data system will streamline and improve our ability to implement programs to maximize the benefits from our often-limited school and district resources and personnel. The data pipeline will also help us identify at-risk students, and the points where they tend to drop out of the education pipeline, providing opportunities for targeting interventions to those students at the points where they are most needed, and preventing drops-outs, rather than addressing risky behaviors after the fact.

We look forward to participating in this exciting endeavor and stand ready to provide input and feedback as the project is developed and into the future.

Thank you very much for your consideration of our state’s application for this important grant. Please contact me if you have any questions or would like to discuss this with me.

Sincerely,

(b)(6)

Al Tamagni Jr.
President
Alaska PTA
Letters of Support



3211 Providence Drive, UC 130
Anchorage, Alaska 99508
PH: (907) 786-4898
November 18, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

We are pleased to provide this letter of support for Alaska application for the NCE Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data. Alaska needs more information about the relative successes of our secondary and postsecondary education programs in preparing Alaska's students for Alaska's jobs, and this grant promises to build upon existing state partnerships to make efficient and effective integrated data systems a reality.

Alaska faces critical shortages in its labor force, which often results in high-paying STEM-related positions and high demand jobs going to out-of-state residents. The proposed linkage of education and labor data will help identify key statewide and local community needs and opportunities, allowing the state to perform trend analyses and develop goal-driven strategies to improve employers' access to a skilled, career-ready workforce in Alaska.

Equally important, data from the SLDS will help career and technical education providers identify key points of transition in the education pipeline where students succeed or falter, allowing targeted interventions at the points where students need them most. Over time, we will be able to measure education outcomes as they relate to workforce development goals, allowing us to clearly identify and advocate for successful programs on behalf of our individual students and our state; addressing Alaska's high drop-out rate and the small percentage of graduates who move on to postsecondary education and training.

We urge your favorable consideration of Alaska's SLDS grant application. Please don't hesitate to contact us to answer any questions or provide assistance.

Sincerely,

(b)(6)

Diane Maples
Statewide Coordinator
Alaska Tech Prep Consortium
Letters of Support

(b)(6)

Cathy LeCompte
Alaska Tech Prep Consortium Board member
Alaska Tech Prep Consortium

File: C:\Data\SLDS\alaska\...



Anchorage School District

5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
(907) 742-4000

SCHOOL BOARD

Gretchen Guess
President

Jeannie Mackie
Vice President

Kathleen Plunkett
Treasurer

Jeff Friedman
Clerk

Pat Higgins

Crystal Kennedy

Don Smith

SUPERINTENDENT

Carol Comeau

December 2, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Educational Statistics
1990 K. Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Committee Members:

The Anchorage School District is pleased to write a letter of support for the Alaska's application to continue development of a statewide longitudinal data system that will link P-12 education data with postsecondary and workforce data. ASD has had the opportunity to participate in Alaska's SLDS development process since 2006. Our initial goal was to build a system that could collect and transfer data from various Alaska school districts to our state department. We need to expand the SLDS to address the current need of linking P-12 education data with postsecondary and workforce data.

SLDSs have the potential to answer a broad array of research questions at the district level. Implementation of the next phase would greatly enhance our district's ability to evaluate and improve our program outcomes in several ways. At the district level, the opportunities are too many to list but we have identified our immediate needs:

- the ability to determine how well individual schools and programs prepare our students for postsecondary and workforce success
- the effectiveness of specific interventions to reduce the remediation rates at the postsecondary level
- identifying course taking patterns that lead to successful postsecondary outcomes
- tracking of dropouts and students who receive their GED
- relationship between student achievement and teacher preparation programs

The need to facilitate fuller access for research and evaluation is critical as we continuously look for ways to improve student outcomes but it must be balanced with the need to protect student privacy. The proposed amendments to the FERPA regulations published in the Federal Register in 2011, if adopted, increase our district's comfort level because the guidance incorporates SLDSs.

Information available from the appropriate use of this data system will streamline and improve our ability to implement programs to maximize the benefits from our limited district resources and personnel. The Anchorage School District has appreciated the opportunity to participate in this process and will continue to support the development in the future.

Thank you for your consideration of Alaska's application for this important and necessary grant. Please contact us if you have any questions or we can provide any additional information.

Sincerely,

(b)(6)

Letters of Support

Page 6 of 23

Carol Comeau
Superintendent

Laurel Vorachek, Executive Director of
Assessment and Evaluation



November 18, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to write a letter of support for the State of Alaska's application to create a statewide longitudinal data system that will link P-12 education, postsecondary and workforce data.

The Association of Alaska School Boards (AASB), whose members are the governing boards of the state's 54 school districts, would welcome the opportunity for school district administrators and staff to access reports and longitudinal data products that help evaluate and improve student achievement.

As a participant in the Alaska Task Force on Higher Education, we also see this as a key resource for planning programs and allocating resources based on long-range data relative to student outcomes in postsecondary education and in the workforce.

Implementation of this P-workforce data pipeline will greatly enhance our state's ability to evaluate and improve program outcomes in several important ways. It will provide us with the much-needed ability to determine how well individual schools and programs prepare our students for postsecondary and workforce success, providing Alaska for the first time with concrete, quantifiable data to determine what works. Information available from wise use of this data system will streamline and improve our ability to implement programs to maximize the benefits from our often-limited district resources and personnel.

We look forward to participating in this exciting endeavor and stand ready to provide input and feedback as the project is developed and into the future.

Thank you very much for your consideration of our state's application for this important grant. Please contact me if you have any questions.

Sincerely,

(b)(6)



Carl Rose,
Executive Director

The CIRI Foundation

November 22, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NS, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter in support of the Alaska Department of Education and Early Development's application for the Statewide Longitudinal Data Systems (SDLS) Grant.

Alaska presents unique challenges in geographical size and a widely distributed population. We have bustling urban centers with over 270,000 residents and remote, rural villages – many with fewer than 100 residents. We have a rich ethnic and cultural diversity, and a significant opportunity to develop a robust, college-going culture. Implementation of a statewide longitudinal data system will definitely enhance the connection between Alaskan educational partner agencies and better guide in the deployment of valuable resources.

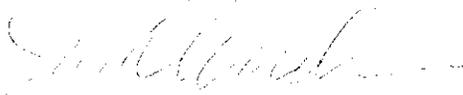
For more than 29 years, The CIRI Foundation has focused our efforts to support Alaska Natives pursuing post-secondary education opportunities. We are proud of our successes, but we also understand that we fit within a larger landscape of educational funders. Our ability to make well-informed decisions regarding our educational programs will benefit from a statewide longitudinal data system. It will also provide our partners and colleagues with accurate information from which to make recommendations to improve educational quality and enhance opportunities for students.

I know that creating this P-20 statewide longitudinal data system will improve efficiency and strengthen the connections between agencies and educational systems across Alaska. Alaska's students, teachers, and communities will benefit significantly from this system.

Thank you for considering Alaska's SLDS grant application. I will be very glad to speak with you about this project if I can be of assistance.

Gunalcheesh,

THE CIRI FOUNDATION.


Susan A. Anderson, M.Ed.
President/CEO

Letters of Support

Page 8 of 23

STATE CAPITOL
PO Box 110001
Juneau, Alaska 99811-0001
907-465-3500
fax: 907-465-3532

550 West 7th Avenue #1700
Anchorage, Alaska 99501
907-269-7450
fax 907-269-7463
www.Gov.Alaska.Gov
Governor@Alaska.Gov

Governor Sean Parnell
STATE OF ALASKA

November 25, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, Northwest, Room 9023
Washington, DC 20006-5651

Dear SLDS Grant Review Committee Members,

I write this letter in support of the State of Alaska's application for the Statewide Longitudinal Data Systems (SLDS) Grant, submitted on behalf of the partnership between the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE).

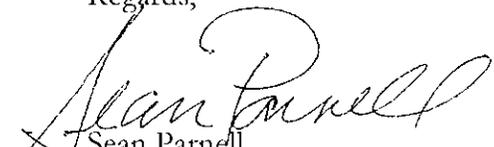
As Alaska's Governor, I am deeply interested in issues that impact Alaska's students and their families – especially the quality of our educational systems from preschool through postsecondary education and our ability as a State to ensure our young adults are prepared to become productive and active participants in their communities and our workforce.

I support this data system due to its potential for strengthening partnerships and efficiencies, and enabling the allocation of resources to maximize results and increase education success and citizen workforce readiness. The data gathered will provide useful information without duplicating efforts or adding administrative costs.

As part of my support, I intend to issue Administrative Order 261, directing the partner agencies to work together to create and staff Alaska's statewide longitudinal data system, and to invite participation of other providers of data that may help build a successful system.

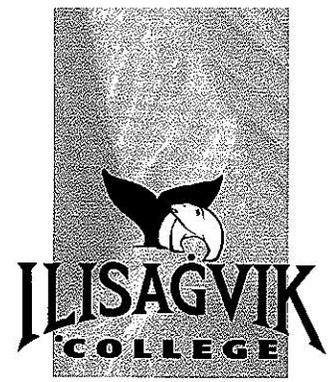
I appreciate your consideration of Alaska's grant application. Please contact my Special Assistant, Mike Lesmann, at 907-465-3500, if there is anything my office can do to assist in your consideration of this application.

Regards,


Sean Parnell
Governor
Letters of Support

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November 18, 2011



Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1900 K Street NW, Room 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for the Alaska application for the Statewide Longitudinal Data Systems (SLDS) Grant.

Alaska faces unique challenges in geographical size, ethnic and cultural diversity, and most seriously, our need to ensure our youth are best prepared for college or career success as they graduate from high school. Implementation of the proposed longitudinal data system to link K-12 data with postsecondary and workforce data will significantly enhance our ability to identify and measure postsecondary and workforce outcomes and better allocate and deploy limited resources to maximize student opportunities for success. This alone would elicit my strong support for the project.

However, I feel certain that development of this state data system will have a far-reaching impact on the educational achievement levels and successes for all Alaska students. It will provide our educators and administrators a rich source of information and analyses from which to make recommendations that will significantly improve educational quality and opportunity for students, as well as help these administrators make the best use of resources and personnel. For example, research that indicates which early enrichment programs and secondary school curricula lead to greatest success in postsecondary education or career outcomes will be invaluable.

Creating this P-20/Workforce statewide longitudinal data system will maximize data efficiency and link previously isolated agencies and education systems across Alaska. Alaska's students, teachers and communities will benefit enormously.

Thank you for considering Alaska's SLDS grant application.

Sincerely,

Dr. Brooke Gondara
President

Letters of Support

P.O. BOX 749 BARROW, ALASKA 99723 907-852-3333 FAX 907-852-2729

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SERVING THE RESIDENTS OF THE NORTH SLOPE
PR/Award # R372A120007

Page e74



Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, AK 99615

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Committee Members:

I am pleased to write a letter of support for the State of Alaska's application to create a statewide longitudinal data system that will link PK-12 education data with postsecondary and workforce data. The Kodiak Island Borough School District has long sought the opportunity to access reports and longitudinal data products that will help us evaluate and improve student performance in our district, as well as plan our programs and resource allocations based on long-range data relative to student outcomes in postsecondary education and in the workforce.

Implementation of this data pipeline will greatly enhance our district's ability to evaluate and improve our program outcomes in several important ways. It will provide us with the much-needed ability to determine how well individual schools and programs prepare our students for postsecondary and workforce success, providing Alaska for the first time with concrete, quantifiable data to determine what works. Information available from wise use of this data system will streamline and improve our ability to implement programs to maximize the benefits from our often-limited district resources and personnel.

We look forward to participating in this exciting endeavor and stand ready to provide input and feedback as the project is developed and into the future.

Thank you very much for your consideration of our state's application for this important grant. Please contact me if you have any questions or would like to discuss this with me.

Sincerely,

Steve Paulson
Information Manager
Kodiak Island Borough School District
(907) 481-2236
spaulson01@kibsd.org
Letters of Support

Page 11 of 23

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

SEAN PARNELL, GOVERNOR

P. O. Box 110505
Juneau, Alaska 99811-0505
PHONE (907) 465-6740
FAX (907) 465-3293

November 15, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

The Alaska Commission on Postsecondary Education (ACPE) is pleased to provide this letter of support for Alaska's application for the NCES Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data.

As Commission Chair and a long-time Commission member, I can attest to the Commission's long support and frequent need for accurate information about the success of Alaska's education and workforce systems in terms of producing economically viable citizens equipped to meet our state workforce needs and to be productive members of society.

ACPE stands ready to house the state's SLDS and associated project management office, both during the grant period and subsequent to the grant. Our leadership and staff will take active roles in system design, implementation and maintenance; in governance and day-to-day management; and in providing ongoing technical support.

We are keenly aware that Alaska faces unique challenges in geographical size, ethnic and cultural diversity, and, most seriously, its need for developing a college-going and career-preparation culture. Implementation of this statewide longitudinal data system will enhance interagency information-sharing for most effective deployment of valuable resources to create and maintain long-term change. Data and analysis produced by the SLDS will significantly enhance the state's ability to inform public policy and make efficient and wise use of public resources to reach common goals that benefit individuals and communities across the state.

I urge your favorable action and thank you for your serious consideration of Alaska's SLDS grant application. I will be very glad to speak with you about this project if I can be of assistance.

Sincerely,

(b)(6)

Rebecca Huggins
Commission Chair

Cc: State agencies – ACPE

Letters of Support

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STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

SEAN PARNELL, GOVERNOR

*Goldbelt Place
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax*

November 14, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for Alaska application for the NCES Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data.

Alaska faces unique challenges in geographical size, ethnic and cultural diversity, and, most seriously, its need for developing a college-going culture. Implementation of this statewide longitudinal data system will definitely enhance interagency information-sharing and deployment of valuable resources. This alone would elicit my strong support for the project.

However, I feel certain that development of this data system will have a far-reaching impact on the educational achievement level and success of all Alaska's students. It will provide our educators and administrators excellent researched information from which to make recommendations that will significantly improve educational quality and opportunities for students, as well as help these administrators make the best use of resources and personnel. For example, research that indicates which early enrichment programs and challenging secondary curricula lead to greatest success in postsecondary education and the workplace will be invaluable when deciding which programs to support and fund.

I know that creating this P-20 statewide longitudinal data system will maximize efficiency and link previously isolated agencies and education systems across Alaska. Alaska's students, teachers, and communities will benefit enormously from this system.

Thank you for considering Alaska's SLDS grant application. I will be very glad to speak with you about this project if I can be of assistance.

Sincerely,

(b)(6)

MIKE FRANEY
Commissioner
Letters of Support

Page 13 of 23

SEAN PARNELL, GOVERNOR

P.O. BOX 111149
JUNEAU, ALASKA 99811-1149

PHONE: (907) 465-2700
FAX: (907) 465-2764

Department of Labor and Workforce Development

OFFICE OF THE COMMISSIONER

December 5, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Room 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for Alaska's application for the NCES Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data.

Learning more about the education and training that leads to success in the workplace is one of my priorities as Commissioner of the Alaska Department of Labor and Workforce Development. We are working closely with the U.S. Department of Labor to assure that we can share data in a meaningful way while also fulfilling our responsibility to keep highly sensitive data secure and confidential.

Alaska needs more information about the relative successes of our secondary and postsecondary education programs, and this grant promises to build upon existing state partnerships to help evaluate those programs. Alaska's students, teachers, schools, and communities will benefit significantly from the opportunities that will arise from this project.

During the past several years, we have forged several individual data sharing agreements with the agencies involved in the SLDS proposal. I believe these existing agreements, and the trust and integrity they represent, will help lay the foundation for the successful development of a longitudinal education database in Alaska.

In a time of slower economic growth, strong competition in the workforce, and rapidly evolving skill sets required for career success, providing Alaska's youth with the skills they need to fill available jobs in Alaska is critical. The development of major new economic development projects in the state, such as an Alaska gasoline, depends upon an education and training system that is nimble and focused on giving Alaska youth the skills that our employers demand.

I would appreciate your serious consideration of Alaska's grant application. Please let me know if you need any additional information or if my staff can be of assistance with this project.

Sincerely,

(b)(6)

Letters of Support
Clark Bishop
Commissioner

Page 14 of 23

DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT

Sean Parnell, Governor

1016 W. 6th Avenue, Ste. 105
Anchorage, AK 99501

PHONE: (907) 269-7485
FAX: (907) 269-7489

Alaska Workforce Investment Board

December 5, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for Alaska's application to the National Center for Education Statistics (NCES) for the Statewide Longitudinal Data Systems (SLDS) Grant to link P-12 education data with postsecondary and labor force outcomes data.

As Executive Director of the Alaska Workforce Investment Board (AWIB), I can attest to the frequent need for accurate information about the job our public education and training providers are doing in preparing Alaskans to meet our state's workforce demands. Currently in Alaska there is a dearth of information that would assist us in measuring our current performance in this regard as well as assist us in making well-informed modifications and additions to relevant programs and services.

The proposed partnership between the Alaska Departments of Education and Early Development, Labor and Workforce Development, the University of Alaska and the Alaska Commission on Postsecondary Education is to expand the longitudinal data system. This will include workforce data which will ultimately enable state policymakers with the information needed to make efficient and wise use of public resources and to reach common goals that benefit our state's economy.

I would appreciate your serious consideration of Alaska's grant application. Please let me know if you need any additional information or if my staff can be of assistance with this project.

Sincerely,

(b)(6)

C. Jeff Selvey
Executive Director

cc: Clark Bishop, Commissioner, Alaska Department of Labor and Workforce Development
Mike Hanley, Commissioner, Alaska Department of Education and Early Development
Diane Barrans, Executive Director, Alaska Commission on Postsecondary Education

Letters of Support

Page 15 of 23

STATE OF ALASKA

DEPARTMENT OF REVENUE

PERMANENT FUND DIVIDEND DIVISION

SEAN PARNELL, GOVERNOR

State Office Building
PO Box 110460
Juneau, AK 99811-0460
Telephone : 907-465-2323
Fax : 907-465-2096

November 14, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

I am pleased to provide this letter of support for Alaska application for the NCES Statewide Longitudinal Data Systems (SLDS) Grant, to link P-12 education data with postsecondary and labor force outcomes data.

The proposed partnership between the Alaska Department of Education and Early Development, the Alaska Department of Labor and Workforce Development, the University of Alaska, and the Alaska Commission on Postsecondary Education to create the longitudinal data system will ultimately equip the state with the data needed to inform public policy and make efficient and wise use of public resources to reach common goals that benefit individuals and communities across the state. To that end, the Alaska Department of Revenue commits to supporting grant-funded activities, and to support the SLDS beyond the grant period, by contributing to governance activities and by making Permanent Fund Dividend (PFD) data available to assist with identification of individuals across different data systems.

Alaska faces unique challenges in geographical size, ethnic and cultural diversity, and, most seriously, its need for developing a college-going culture. Implementation of this statewide longitudinal data system will definitely enhance interagency information-sharing and deployment of valuable resources. This alone would elicit my strong support for the project.

I urge your favorable action and thank you for your serious consideration of Alaska's SLDS grant application. I will be very glad to speak with you about this project if I can be of assistance.

Sincerely,

Letters of Support


Deborah M. Bitney
Director

Page 16 of 23

PR/Award # R372A120007

Page e80

LISA MURKOWSKI
ALASKA

COMMITTEES:
ENERGY AND NATURAL RESOURCES
RANKING MEMBER
APPROPRIATIONS
HEALTH, EDUCATION, LABOR,
AND PENSIONS
INDIAN AFFAIRS

United States Senate

WASHINGTON, DC 20510-0203
(202) 224-6665
(202) 224-5301 FAX

November 22, 2011

5101 STREET, SUITE 600
ANCHORAGE, AK 99501-1996
(907) 271-3735

101 12TH AVENUE, ROOM 329
FAIRBANKS, AK 99701-6278
(907) 456-0233

805 FRONTAGE ROAD, SUITE 105
KUNAL, AK 99611-9104
(907) 283-6808

4079 LONGASH AVENUE, SUITE 204
KETCHIKAN, AK 99901-5526
(907) 225-6880

851 EAST WILKING DRIVE, SUITE 307
WASILLA, AK 99684-7142
(907) 376-7665

Jack Buckley
Commissioner
National Center for Education Statistics
1990 K Street, NW
Washington, D.C. 20006-5651

Dear Commissioner Buckley:

I understand that the State of Alaska has recently submitted an application for the Statewide Longitudinal Data Systems (SLDS) Grant, submitted on behalf of the partnership between the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE). I respectfully request your support on this proposal.

The Statewide Longitudinal Data Systems Grant will enable the State of Alaska determine the degree to which efforts sponsored by the Workforce Investment Act, the Elementary and Secondary Education Act, and the Higher Education Act are assisting Alaskan students to be college and career ready. It is important that state, federal, and local governments increase their capacity to track the outcomes of students beyond our nation's K-12 school systems.

I am enthusiastic about this partnership between DEED, DOLWD, UA, and ACPE to create the longitudinal data system because it represents an opportunity for much needed increased efficiency and wise use of resources to reach common goals that will benefit students and communities across the state. Implementation of this data system will significantly improve the tools available for each Alaska school district, for the University of Alaska, and for the state's career education providers to make data-driven decisions

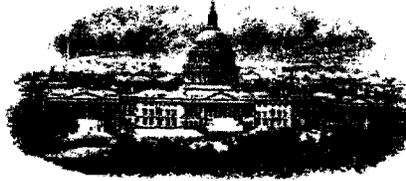
Thank you for the opportunity to highlight this endeavor. I hope you will give the State of Alaska the various aforementioned organizations, due consideration consistent with all laws, rules, and regulations. Please keep me informed of any actions related to this grant proposal.

Sincerely,


Lisa Murkowski
United States Senator

Letters of Support

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Congress of the United States
House of Representatives
Washington, DC 20515

COMMITTEE ON
NATURAL RESOURCES
CHAIRMAN, SUBCOMMITTEE ON
INDIAN AND ALASKA NATIVE AFFAIRS
COMMITTEE ON
TRANSPORTATION & INFRASTRUCTURE
REPUBLICAN
POLICY COMMITTEE

November 18, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Grant Review Committee Members:

I am pleased to write this letter of support for the State of Alaska's application for the Statewide Longitudinal Data Systems (SLDS) Grant, submitted on behalf of the partnership between the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE).

As Alaska's only Congressman, I frequently need accurate information about Alaska's schools, student achievement, and other education outcomes to make critical decisions on the best allocation of resources. This includes both basic funding for Alaska's diverse and geographically scattered school districts, as well as policy decisions intended to improve opportunities and enhance achievement levels for all Alaskan students.

I am especially enthusiastic about this partnership between DEED, DOLWD, UA, and ACPE to create the longitudinal data system because it represents an opportunity for much-needed increased efficiency and a wise use of resources to reach common goals that will benefit students and communities across the state.

Decisions made during the legislative process are extremely time-sensitive and require immediate access to sound information if we are to serve our students and constituents well. Implementation of this data system will also help legislators access exactly what we need quickly and efficiently.

Finally, implementation of this data system will significantly improve the tools available for each Alaska school district, for the University of Alaska, and for the state's career education providers to make data-driven decisions.

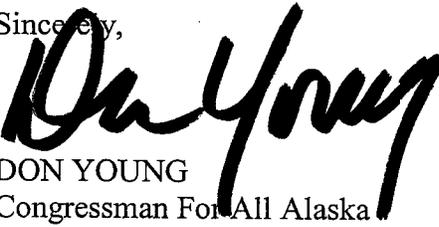
Letters of Support

Page 18 of 23

Analyzing the information provided by the data system will help administrators at the state level see more clearly where resources are needed and to measure the return on public investments in education and training.

Thank you for your consideration of Alaska's grant application. Please contact Aprille Raabe in my office if you have any questions at 202-225-5765 or aprille_raabe@mail.house.gov.

Sincerely,

A handwritten signature in black ink that reads "Don Young". The signature is written in a cursive, flowing style.

DON YOUNG
Congressman For All Alaska

Patrick Gamble, President
Phone: (907) 450-8000
Fax: (907) 450-8012
email: ua.president@alaska.edu



UNIVERSITY
of ALASKA
Many Traditions One Alaska

202 Butrovich Building
910 Yukon Drive
P.O. Box 755000
Fairbanks, AK 99775-5000

November 16, 2011

Statewide Longitudinal Data Systems Grant Review Committee
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651

Dear Statewide Longitudinal Data Systems Grant Review Committee Members:

The University of Alaska (UA) is pleased to support our state's proposal to enhance the state's access to longitudinal student data by linking the state's K-12 system with postsecondary and workforce data, creating a P-20/workforce Statewide Longitudinal Data System. For years we have known that lack of access to timely information about student outcomes has exacerbated the challenges of providing quality feedback to schools and districts, not to mention the challenges of designing effective and efficient programs to prepare our state's students for long-term economic success.

UA has participated in a number of state data-sharing partnerships to address these challenges, and most recently completed a Memorandum of Agreement with the Alaska Commission on Postsecondary Education and the Alaska Departments of Education and Labor and Workforce Development to share data to evaluate outcomes related to the state's new Alaska Performance Scholarship. While efforts such as this enhance our knowledge and improve our ability to provide feedback to the state's K-12 providers and to measure student success, they are often cumbersome and inconsistent. The proposed SLDS implementation would ensure ongoing, sustainable data sharing to provide up-to-date and meaningful information to inform K-12, postsecondary and workforce development goals and evaluations, as well as provide researchers and the public with a rich source of heretofore unavailable information.

To that end, UA is committed to supporting SLDS development and ongoing sustainability, through data sharing, technical support, and active governance participation.

I urge your favorable consideration of Alaska's grant request. Please do not hesitate to contact me if I can provide further information.

Sincerely,

A handwritten signature in black ink that reads "Patrick Gamble".

Patrick Gamble



UAA Center for Alaska
Education Policy Research
UNIVERSITY of ALASKA ANCHORAGE

November 2, 2011

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

Dear Dr. Gould:

It is my pleasure to write a letter of commitment for the application by the Alaska Commission on Postsecondary Education (ACPE) for a Statewide Longitudinal Data System grant. We at the Center for Alaska Education Policy Research (CAEPR) are excited by the opportunities this grant represents.

Alaska faces unique challenges in educating our youth to succeed in today's world. Among these are our large size, many remote communities, and diverse linguistic and cultural populations. Our dropout rates are far too high and too few students complete high school and go on to college or postsecondary training. To address these issues successfully, our state must develop and evaluate effective public policies and educational initiatives aimed at improving our system, from early childhood education through graduate school. To do this we need high-quality data.

CAEPR, a new entity within the University of Alaska Anchorage Institute of Social and Economic Research (ISER), is engaged in a number of research projects addressing the educational challenges of Alaska. Our efforts will be greatly enhanced by having K-12, postsecondary and labor force data in Alaska linked. Implementation of the proposed statewide longitudinal data system will definitely enhance our ability to conduct useful analyses, and support all state agencies' ability to work together effectively and efficiently. For example, we are looking at questions of how prepared graduates of Alaska's public schools are for postsecondary work, but are hampered by the inability to determine systematically which students are attending which college or postsecondary career and technical education programs. The proposed project would facilitate research on how students perform across their K-12 and postsecondary careers, and support longitudinal formative and summative evaluations of educational programs across the state.

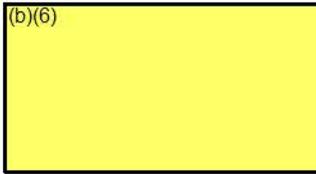
We also currently are developing a project in collaboration with the Educational Policy Improvement Center (EPIC) to analyze the degree to which the newly revised Content and Performance Standards for Alaska Students represent the knowledge and skills necessary to be prepared for success across a broad array of entry-level courses in college and in career and technical education programs. The proposed project will allow us to follow up on this work and assess whether students are indeed successfully completing degrees and certificates.

We are excited about supporting and collaborating in the database project in whichever ways that make sense. Lexi Hill, CAEPR Senior Researcher, served as ISER's representative to the "Unity" task force. This was a stakeholder group the Alaska Department of Education and Early Development brought together to advise and consult on their on-going effort to build a K-12 statewide longitudinal database and data access portal that allows districts, researchers and the public access to education data that the state collects, while protecting privacy and confidentiality as appropriate (and legally required). Ms. Hill is interested in serving in a similar capacity for the ACPE data system project.

The proposed P-20 statewide longitudinal data system will maximize efficiency and link previously isolated agencies and education systems across Alaska. Alaska's students, teachers, and communities all will benefit from this system. Thank you for considering Alaska's SLDS grant application. I am happy to speak with you about this project if you have any questions.

Sincerely,

(b)(6)

A rectangular area that has been redacted with a solid yellow fill. The text "(b)(6)" is written in the top-left corner of this area.

Diane Hirshberg, PhD
Associate Professor of Education Policy and Director



Western Interstate Commission for Higher Education

3035 Center Green Drive Suite 200 Boulder, CO 80301-2204 303.541.0200 (ph) 303.541.0291 (fax)

November 29, 2011

Tate Gould
Research Scientist
Statewide Longitudinal Data Systems Grant Program
Institute of Educational Sciences
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

Dear Dr. Gould:

I am pleased to provide this letter of support for the Alaska Department of Education and Early Development's (EED) application for the Statewide Longitudinal Data Systems (SLDS) Grant (CFDA number 84.374), which represents the next step in an evolving state partnership between EED, the Alaska Department of Labor, the University of Alaska, and the Alaska Commission on Postsecondary Education (ACPE).

As President of the Western Interstate Commission for Higher Education, an organization in which Alaska has been a member for more than 50 years, I am very familiar with the unique challenges this state faces in delivering value-added education and workforce development services to a relatively sparse population spread across the vast geographic expanse the size of one-third the continental United States. Given its challenging environment and the relative youth of its education delivery systems, the capacity to collect and analyze data related to their development of human capital is essential to their ability to identify and address gaps and shortcomings in those delivery systems, thus ensuring the quality of those systems from pre-school enrichment through postsecondary education.

WICHE has assisted Alaska in its efforts to develop and expand effective data sharing and data governance across state government agencies over the last several years. Throughout this effort, Alaska has been both deliberative and thoughtful and, combined with a growing will to make use of data in critical policy and practice decisionmaking, it has made considerable progress. This grant opportunity is extremely timely and, in concentrating on the postsecondary education and workforce priority, Alaska is looking to tackle the grant competition's priority area that is most aligned with its needs. An award would allow Alaska to accelerate its efforts in designing and deploying a longitudinal system that is sustainable beyond the grant period.

I urge your favorable consideration of Alaska's grant application.

Sincerely,

(b)(6)

David A. Longanecker

STATE CAPITOL
PO Box 110001
Juneau, Alaska 99811-0001
907-465-3500
fax: 907-465-3532



550 West 7th Avenue #1700
Anchorage, Alaska 99501
907-269-7450
fax 907-269-7463
www.Gov.Alaska.Gov
Governor@Alaska.Gov

Governor Sean Parnell STATE OF ALASKA

ADMINISTRATIVE ORDER NO. 261

I, Sean Parnell, Governor of the State of Alaska, under the authority of Article III, Sections 1 and 24 of the Alaska Constitution, establish an education data sharing (EDS) policy to promote the sharing of unit level data among State agencies and institutions relative to higher education and career outcomes for Alaska's citizens.

BACKGROUND AND PURPOSE

AS 14.43.840, enacted by the Legislature in 2010, directed State agencies and the University of Alaska to share data in order to report to the Legislature on outcomes of Alaska's educational systems. Currently, Alaska's educational programs operate without the benefit of specific outcome data that demonstrate whether programs and interventions are effective in meeting State and policy goals. Reliance on one-time studies, framed within the interest area of a single entity rather than longitudinal studies designed to meet key public policy objectives, is inadequate and an inefficient way to measure program success or return on investment.

Alaska's three educational agencies – the Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education – administer various programs in which K-12, postsecondary, and workforce/employment data is collected. This Administrative Order constitutes direction authorizing the agencies to share unit record data among the agencies, to the extent permitted and under the conditions required by applicable statutes and regulations, to facilitate the evaluation of education program outcomes.

The EDS policy will reduce barriers to sharing unit record Alaska education pipeline data, while protecting personally identifiable information. Specific benefits and results include:

- Enhanced ability for education agencies to share data while ensuring Family Education Rights and Privacy Act (FERPA) compliance;
- Enhanced ability to measure the impact of educational programs – concrete outcomes in terms of postsecondary and career success, resident hire, etc. – rather than just program costs and inputs;
- Enhanced efficiency for agencies relative to data management; and
- Enhanced protection of personally identifiable information through shared agency data governance and management protocols.

AGENCY DIRECTIVES

The EDS policy will assist in developing the statewide longitudinal data system (SLDS). Therefore, I direct the Department of Education and Early Development (DEED), the Department of Labor and Workforce Development (Labor), and the Alaska Commission on Postsecondary Education (ACPE) (collectively the EDS policy team), to serve as primary State agencies under this Administrative Order, as follows:

The agencies shall coordinate the gathering and sharing of data regarding K-12, postsecondary, and workforce/employment data. The executive director of ACPE, or the executive director's designee, shall chair the EDS policy team. Each educational agency shall designate an EDS policy team member. The EDS policy team may invite other education and non-education agencies, both at the State and local level, to share their unit level data with the EDS policy team. ACPE, as authorized under AS 14.42.035, shall request institutions of public and private higher education and other postsecondary education and training to share unit level data for the purpose of facilitating this EDS policy.

1. The agencies shall share unit record data between each agency for the purpose of facilitating the evaluation of program outcomes. Unit record data exchange of Alaska K-12 and postsecondary records and Alaska workforce/employment records is essential for being able to evaluate program outcomes. The EDS policy team is explicitly authorized to receive and maintain protected unit record information from

other State and governmental agencies and organizations, as that data pertains to measurement of the success of educational program outcomes.

2. The EDS policy team shall work together for the purpose of developing and implementing a statewide longitudinal data system to connect K-12 data with postsecondary and workforce/employment data while at the same time protecting personally identifiable information and complying with all applicable privacy laws.
3. Further, relative to the SLDS, the EDS policy team shall invite participation of the University of Alaska and other State agencies, such as the Department of Health and Social Services, the Department of Corrections, the Permanent Fund Dividend Division (Department of Revenue), the Child Support Services Division (Department of Revenue), and the Alaska Housing Finance Corporation, which provide publicly funded or subsidized services to the citizens of Alaska, for the purposes of identifying more specifically the individual and societal impacts associated with specific outcomes of Alaska's education systems.
4. The State agencies named in this Administrative Order may enter into memoranda of understanding among themselves and with other State agencies as necessary to accomplish the purpose of this Administrative Order.

This Order takes effect immediately.

DATED at Juneau, Alaska this 5th day of December, 2011.



Sean Parnell
Governor

Memorandum of Agreement
Between
Alaska Department of Education and Early Development and
Alaska Department of Labor and Workforce Development

I. Purpose

This memorandum of agreement is made between the Alaska Department of Education and Early Development (DEED) and the Alaska Department of Labor and Workforce Development (DOLWD). The purpose of this agreement is to designate the Alaska Department of Labor and Workforce Development, Research and Analysis Section as a contractor of the Alaska Department of Education and Early Development for the purposes of secondary educational research.

The DOLWD has access to unique and confidential administrative data series including employment and earnings data, GED participant records, ABE participant records, unemployment insurance claimants and Alaska permanent fund dividend applicant residency and demographic information.

DOLWD will perform matches of Alaska secondary student data with these administrative data bases to determine employment performance outcomes of Alaska secondary students; calculate graduation rates supplemented with GED information maintained by DOLWD; transmit GED microdata to DEED for inclusion in their secondary student database, analyze dropout rates; report placement, retention and continuing education performance for Carl Perkins funded secondary programs in Alaska; determine the rate of continuing education of secondary students; and conduct other related educational research required by DEED designed to improve instruction and educational programs in Alaska.

In conformity with FERPA requirements as outlined in § 99.31(a)(6) all education records will be destroyed when no longer needed for educational research and all data reports will contain only summary, aggregated information with a cell size no less than 5 students in order to insure that no personally identified information of an individual student can be determined.

II. Procedures

The DEED will provide the DOLWD with an encrypted file of secondary student data including name, date of birth, unique identifiers, school, outcome, demographic characteristics and other related information.

Ten years of historical secondary student data will be provided to DOLWD initially with updated student files provided on an annual basis by July 1 of each year.

DOLWD will match these historical student records with administrative databases and generate summary aggregated counts of performance indicators while maintaining the confidentiality of each student. In no case will performance data be provided for any subpopulation with fewer than 5 students.

Summary reports and related research will be provided to DEED on a mutually agreed schedule in order for DEED to meet their ongoing education research, state and federal reporting requirements. The cost, content and schedule of special research projects and reports will be negotiated separately on a case by case basis.

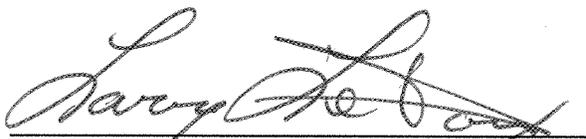
Student microdata transmitted to DOLWD will be maintained by DOLWD only as long as required for purposes of educational research and will be destroyed upon completion of the project. All files will be maintained on a secure server with access limited to authorized DOLWD staff.

GED student microdata will be transmitted to DEED to supplement their student graduate information and for inclusion in their secondary student database. GED data will be retained by DEED only as long as required for educational research and will be destroyed upon completion of the research or termination of the agreement.

Microdata will not be shared with other agencies. Summary work products and research resulting from this data sharing agreement will not be published or provided to other agencies or individuals without the express consent of DEED and DOLWD.

III. Effective Date and Termination:

This agreement is effective as of August 15, 2009 and remains in effect until June 30, 2012. The agreement may be terminated at any time by either agency. Upon termination of the agreement all confidential student record data maintained by DOLWD will be destroyed.

 Date 8-21-09

Larry LeDoux, Commissioner
Alaska Department of Education and Early Development

 Date 8-21-09

Click Bishop, Commissioner
Alaska Department of Labor and Workforce Development

MEMORANDUM OF AGREEMENT

AlaskaAdvantage Education Grant Program – Outcomes Reporting

I. Purpose

This memorandum of agreement is made between the Alaska Commission on Postsecondary Education (ACPE) and the University of Alaska, Statewide Planning and Institutional Research (SWPIR) Department. The purpose of this agreement is to establish the conditions, safeguards and responsibilities for the exchange of information between ACPE and SWPIR, in order to report on outcomes of the AlaskaAdvantage Education Grant (AEG) Program, a postsecondary financial aid program.

II. Need for Sharing of Data

ACPE administers the AEG Program and is charged with measuring program achievements. The University of Alaska, as the state's public institution and the institution enrolling approximately 90% of the state's postsecondary students, will be provided with populations, by academic year, of individuals who completed the Free Application for Federal Student Aid (FAFSA). As part of determining the effectiveness of the grant program, ACPE is authorizing SWPIR to be the agent charged with examining the differences in enrollment behavior and academic progress of grant recipients and non-recipients, and to be the recipient of the data needed to perform these analyses.

III. Data Security and Confidentiality

ACPE is authorized to provide identifiable student information to the University of Alaska as permitted under the Family Educational Rights and Privacy Act, or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99). ACPE will provide personally identifiable information (PII) to SWPIR for ACPE grant assessment and in order to fulfill statutory reporting directives relative to the grant program. This exchange of information is allowable in 34 CFR Part 99.31. The parties understand and agree to be in compliance with the applicable provisions of AS 11.56.860 and 5 U.S.C. 552a (Privacy Act of 1974) regarding misuse of confidential information.

Both parties agree that any and all personally identifiable information (PII) exchanged will be protected, stored, disposed of, and otherwise kept confidential, as required by applicable state and federal law, including FERPA and the Alaska Personal Information Protection Act (AS 45.48). ACPE will transmit the data in a manner to ensure PII, for which ACPE is responsible, is fully protected and the University of Alaska system will return aggregated data describing enrollment behavior and academic progress of each of the populations. Individual student data shall be stored in accordance with each party's established privacy protection practices and only authorized ACPE and SWPIR staff shall have access to data containing PII. Individually identifiable data exchanged under this agreement will be retained only as long as required for the AEG research authorized by this agreement and will be destroyed upon completion of the research or termination of this agreement, whichever is sooner. These results will not be published or provided to other agencies or individuals external to ACPE and SWPIR without the express consent of both ACPE and SWPIR. No PII data for which the University of Alaska is responsible will be shared or returned.

IV. Effective Date and Termination

This agreement is effective as of November 10, 2010, and shall remain in effect indefinitely. The agreement may be rescinded at any time by either party upon a 30-day advance notification in writing by the rescinding party that they no longer wish to be bound by the terms of this agreement. This agreement may be renegotiated to incorporate change upon notification in writing by both parties and approval by all signatories.


Patrick K. Gamble, President
University of Alaska
Date: 13 Dec 10


Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education
Date: 11/16/10

OCT 13 2011

MEMORANDUM OF AGREEMENT
between

Commissioner's Office

Alaska Department of Education and Early Development,
Alaska Department of Labor and Workforce Development,
University of Alaska Statewide Planning and Institutional Research Department,
and the Alaska Commission on Postsecondary Education

1. Purpose

This memorandum of agreement is made between the Alaska Department of Education and Early Development (DEED), the Alaska Department of Labor and Workforce Development (DOLWD), the University of Alaska Statewide Planning and Institutional Research Department (SWPIR) and the Alaska Commission on Postsecondary Education (ACPE), collectively referred to as the "agencies."

The purpose of this agreement is to establish the conditions, safeguards and responsibilities for the exchange of information between the agencies in order to conduct a study on outcomes of the Alaska Performance Scholarship (APS), a postsecondary financial aid program. A report to the Alaska Legislature is required in statute, to be delivered to the Alaska Legislature not more than 10 days after the convening of each regular legislative session beginning in 2012 (AS 14.43.840).

2. Need for Study and Sharing of Data

DEED is charged with determining the eligibility of graduating high school students in Alaska to receive an APS award. ACPE administers the APS program and is charged with setting requirements for and monitoring continuing eligibility, distributing funds for eligible students attending approved postsecondary institutions, and setting postsecondary institutional participation requirements. The University of Alaska system, as the state's public institution enrolling the largest number of Alaskans pursuing postsecondary education, has extensive information on the scholastic performance and educational attainment of Alaska's high school graduates. SWPIR's role as the primary research agency for the university allows for detailed analysis of this information, including students' postsecondary education academic performance and directory, demographic, retention, and completion information. DOLWD works extensively with DEED data to track students after they have left the public secondary and postsecondary education systems to determine which students earn GEDs, postsecondary certifications, become employed in an occupation requiring licensing, enter the labor force and/or remain in Alaska.

In order to conduct comparative analyses and evaluations of the effects of the APS program on postsecondary education outcomes for Alaskan students, and to improve education, it is necessary that these four agencies share student-level data. The types of questions being addressed in this study, the types of data sharing that are required in order to answer the questions, and the data to be disclosed and a proposed presentation of the data are included in the attached Appendix A.

3. Data Security and Confidentiality

All parties are authorized to share identifiable student information to conduct a study to administer student aid programs and improve instruction as permitted under the Family Educational Rights

and Privacy Act, or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99.) All parties will provide personally identifiable information (PII) as required for the study and in order to fulfill statutory reporting directives relative to the APS program. This exchange of information is allowable in 34 CFR Part 99.31(a)(6) and Part 99.35. The parties understand and agree to be in compliance with the applicable provisions of 34 CFR Part 99, AS 11.56.860 and 5 U.S.C. 552a (Privacy Act of 1974) regarding misuse of confidential information.

All parties agree that all personally identifiable information (PII) exchanged will be protected, stored, disposed of, and otherwise kept confidential, as required by applicable state and federal law, including the Family Educational Rights and Privacy Act and the Alaska Personal Information Protection Act (AS 45.48).

Individual student data shall be stored in accordance with each party's established privacy protection procedures. Any security breach, loss or misuse of PII requires notification of the affected parties. Such notifications will be undertaken jointly among the parties to this MOA, with any actions taken done so after consultation with the impacted agencies.

The study shall be conducted in a manner that does not permit personal identification of students by anyone other than representatives of a party with legitimate interests. The officers, employees, and agents of each party may use PII from another party's education records only to meet the purposes of the study as stated in this MOA. Student microdata received from another party will be retained by the parties only as long as required for the study and will be destroyed upon completion of the study or termination of this agreement, whichever is sooner. Agencies will not share the PII they receive with any third party without the prior written consent of the student. Each party acknowledges that if it violates these conditions, it will not be allowed access to PII from education records for at least five years.

Reports will contain only summary, aggregate information, suppressing all PII to ensure confidentiality. Summary work products and research resulting from this data sharing agreement will not be published or provided to other organizations or individuals without the express written consent of the other signatory agencies.

4. Effective Date and Termination

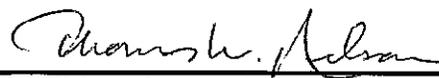
This agreement is effective as of August 1, 2011 and shall remain in effect so long as required under AS 14.43.840 for evaluation of the APS program. This agreement may be rescinded at any time by any of the signatory agencies upon notification in writing by the rescinding agency that it no longer wishes to be bound by the terms of this agreement. In such an instance, any data supplied by the rescinding agency will either be returned by the other signatory agencies within 24 months or will be destroyed. Rescission of the agreement by one agency does not rescind the agreement among any of the other signatory agencies.

The agencies understand the applicable provisions of AS 11.56.860, AS 45.48, 34 CFR Part 99.31, and 5 U.S.C. 552a (Privacy Act of 1974) regarding the protection, storage, disposition, and misuse of confidential information.

This agreement may be renegotiated to incorporate change upon notification in writing to all agencies and approval by all signatories.



Patrick Gamble, President
University of Alaska
10/4/11
Date

for 

Click Bishop, Commissioner
Alaska Department of Labor and Workforce Development
Memoranda of Agreement
10/12/11
Date



Michael Hanley, Commissioner
Alaska Department of Education and Early Development

10/25/11

Date



Diane Barfans, Executive Director
Alaska Commission on Postsecondary Education

10/6/11

Date

2010 Retreat Outcomes For Alaska's SLDS Project

Executive Summary

Vision Statement

Facilitate the state's ability to describe the outcomes of its investments in the education system, both in aggregate and at the student's level, and to identify opportunities to improve while protecting individual privacy.

Project Overview

The key points to consider:

- Work to make the sharing of data among agencies easy and accurate while ensuring individuals' privacy by building a system that is both secure and scalable.
- Collect relevant information beginning with pre-kindergarten continuing through adulthood, which includes educational attainment and/or work history. Future information may include use of public assistance, and information on criminal convictions and incarcerations.
- Use data to identify opportunities to improve students' outcomes on a long-term and sustainable basis.
- Identify when a program may not be meeting expectations.
- Provide information to help formulate and evaluate educational policy.
- Provide information to staff at the district, school, and even classroom level to track educational outcomes of their students and to compare their performance with similar schools and districts.
- Allow schools and districts to more easily attain information on students entering their systems.
- Identify preparation opportunities outside of the postsecondary education system.

Questions To Address

The SLDS will contain information that can answer a broad array of policy and research questions. Because the information that will populate the SLDS currently exists in other stand-alone databases, the power of the SLDS is not in its ability to answer previously unanswerable questions, but rather the ease with which these types of questions can be answered.

While discussing the requirements and possible design of Alaska's SLDS, several questions were proposed in order to define the types of data that would need to be included.

- What is the private/public return on private/public investment in education?
- Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?
- How well are the Alaska educational systems preparing students for college and career education readiness, and for college and career education success? For workforce readiness and success?

SLDS is not:

- A system that will provide transactional data reporting, i.e., the SLDS is not designed to answer questions about a specific student or to retain historical records that can be referred to in order to answer extremely specific, but non-research based questions.
- A database that maintains information that will be used to evaluate individuals or institutions and punish those performing below the average.
- A publicly accessible database where anyone who desires can run queries and reports to access very specific information, such as information about a school, a teacher, or a course offering.
- A database for tracking every Alaskan, or for capturing information on all aspects of their activities.

Project Scope

Governance

Determine the roles and the responsibilities of a governance structure, and then define Alaska's SLDS governance structure.

Governance Structure

The recommendation is for a two-tiered structure, incorporating an executive level which sets policy, reviews requests for special projects using the SLDS data, and determines the scope of permitted reporting, and a data governance level which makes certain that the data is accurate and which coordinates the updating and maintenance of the database.

Executive Governance level – Recommendation that this include the commissioner or chief executive of each department listed below, or their designee.

- ACPE
- President of the UA
- DOLWD
- DEED

Data Governance level – Recommendation that this include members of the principal data providing organizations. Future additions to the Board and the maximum membership will be determined by the Executive Governing Board.

- ACPE
- UA
- DOLWD
- DEED

Roles of the Governance Structure – These roles could best be defined through legislation and regulatory authority, if attainable. Otherwise, the roles will be identified through the Policies and Procedures as defined by the Executive Governing Board.

Executive Governing Board duties:

- Determine memberships in the two governing bodies, and the duties and authorities granted to each.
- Determine who “owns” the data included in the SLDS, and is therefore responsible for its accuracy and for its maintenance.
- Determine how changes to the rules governing the SLDS are submitted, considered, determined and implemented.
- Determine who, and for what purposes, access to the data will be granted. This includes defining the roles of various users and the data to which each role has access, and formulating a data disclosure policy providing for appropriate access to the SLDS data.
- Communicate with the public and data users about the SLDS, its value, the various uses for it, and the security of the data it contains. Insure the public perception of the SLDS is a positive one, and advocate for the SLDS and its mission as required.
- Ensure that all uses of the SLDS data are open and transparent, and that the data are not used for punitive measures or to evaluate employee performance, either of individuals or groups of employees.
- In cooperation with the Data Governing Board, investigate complaints of the release of personally identifiable information (PII), following the process in place in State of Alaska regulations.

Data Governing Board duties:

- Responsible for determining and defining data elements and metadata captured in the SLDS.
- In cooperation with the Executive Governing Board, prioritize information requests.
- In cooperation with the Executive Governing Board, investigate complaints of misuse of or inaccuracies in SLDS data and reports. When complaints include release of PII, the investigation will follow the process in place in State of Alaska regulations.
- Formulate the procedures required to approve special data requests within the data disclosure policies set forth by the Executive Governing Board. Set data access rules for the various user roles that meet the guidelines of the Executive Governing Board.
- As required and as approved by the Executive Governing Board, create Memoranda of Agreements for special research using SLDS data.
- Create an IT functional group of the data providers

Data Security - Keeping the information contained in the SLDS secure and making sure that any personally identifiable information (PII) is never inappropriately released are the two most important requirements of the SLDS.

It is recommended that the following measures be implemented to maintain data security.

- Identify and meet all regulatory requirements of the various agencies providing data to the SLDS. Examples of such regulations include FERPA, HIPA, APIPA, WRIS

reporting requirements, and Alaska regulations regarding the release of wage and unemployment insurance records.

- Create protocols and procedures that appropriately limit access to the data, and ensure that reports generated from the SLDS cannot be manipulated to ascertain the identity of any person whose data was included in a report. This includes defining the minimum cell size to be reported, and suppressing additional data that might allow a person to derive information on an individual.
 - “De-identify” data by removing PII from individual records, and assigning a unique identifier to each record for data matching purposes.
 - Set policies and limits on the data that can be accessed by users at various levels in organizations (user roles) and monitor access so that roles are not being shared in violation of the governing boards’ policies.
 - Promote public awareness of the limitations that federal and state requirements set on data disclosure, including noting FERPA protections on any outward facing access to the SLDS data, and report on the uses of the SLDS data to maintain openness and transparency.
- Identify and implement security protocols relative to personally identifiable information (PII) that work to insure its confidentiality. Such security would include, but not be limited to, the following efforts:
 - Implement a tiered access with roles created that appropriately limit access to PII.
 - The SLDS will reside behind a firewall, as will all processes that manipulate the data received from an agency in order to strip PII before loading the data into the SLDS.
 - All data exchanges between the SLDS and the providing agency will be done in a secure manner.
 - All data stored in the SLDS will have been de-identified, i.e., all PII will have been stripped from the records before they are loaded into the SLDS.
 - The system design will accommodate changes that may be required to maintain data security, and periodic security audits will be performed.

System Design Principles There are several system designs that have been used by other states in creating their SLDSs. Based upon the current database systems in Alaska that will provide data to the SLDS, and the reporting requirements envisioned for the Alaska SLDS, the following recommendations were made with regards to the technical design of the system.

- SLDS data would be static in nature, allowing for more consistent reporting and increasing the opportunity to make meaningful comparisons of data trends over time.
- The recommended SLDS design incorporates a single database housing core data elements (as opposed to linking information among several existing databases.)
- The system should store information at the individual’s level of detail. With regards to educational data, this corresponds to student unit records, or the SUR level.
- Data updates will occur based on the periodicity of the program generating the data. For example, postsecondary institutions utilizing a semester system might report fall enrollment data for a student after the institution’s fall add/drop date, and then

provide final data for the fall semester after the end of the semester. Alternatively, worker wage data are reported quarterly, and because quarterly wages are reported retroactively, there is no change in them and therefore no need to update these records.

- The different agencies use different identifiers for individuals. To create the SLDS, these records must go through a matching process so that they may be accurately linked to other agencies' data.
- It is recommended that multiple data elements be used for matching data. For example, DEED student records do not include the SSN for a student. To determine the SSN (the proposed data element to use to create a unique identifier), a student's name, gender, and date of birth would be matched to the Alaska Permanent Fund Dividend records. By using multiple data elements, the chance of misidentifying a student is decreased. The elements used to make similar matches for data from other sources may differ, depending on the available source data.
- Once the data has been matched and a common identifier determined, the process to de-identify the data can begin. Once the SLDS unique identifier is determined all PII, including SSN, is stripped from the data and the data is added to the SLDS system.
- For special research projects which have been approved by the Executive Governing Board and which require matching additional data to the SLDS, the two options available would be PII or SSN.
- Reporting protocols would be incorporated into the SLDS' design. Such protocols would include minimum cell sizes for reporting purposes, with a recommendation that cells include an agreed upon minimum number of individuals before they would be reported.
- In addition, the use of secondary and complimentary suppression will be reviewed so that information on small populations or individuals could not be derived from reports.
- Absolute percentages, i.e., reporting that either 100% or 0% of a population shared a certain characteristic, would be excluded from reports.

Data Providers

It is recommended that the SLDS will begin with a core group of agencies providing the data. Once the system is in place and functioning smoothly, additional sources of data may enhance the capabilities of the SLDS.

Initial providers would include the following agencies:

- Dept of Education and Early Development would provide K – 12 information
- Postsecondary institutions, initially including the University of Alaska system, would provide enrollment, persistence, and completion data.
- Dept of Labor and Workforce Development would provide workforce training, GED, state and federal wage, and labor data
- Alaska Commission on Postsecondary Education would provide ISIR, student aid, loan, grant, and scholarship data.

- Permanent Fund Dividend Corporation to facilitate data matching.
- National Student Clearinghouse to provide student enrollment data for Alaska residents attending outside Alaska.

Future providers and partnering agencies might include any or all of the following. This list is not an exhaustive one.

- Alaska Court System - Arrest and conviction records
- Dept of Corrections - Incarceration records
- Dept of Health and Social Services -
 - Public assistance use
 - Foster care or other interventions for children
- Dept of Fish and Game - Commercial fishing licenses, permits and harvest information
- U.S. Department of Defense
 - Military employment for Alaska students
 - Military dependent students attending schools in Alaska
- Dept of Administration - Division of Motor Vehicles
- Office of the Lieutenant Governor - Voter registration information
- Dept of Commerce, Community and Economic Development - Business and occupational licensing data
- Non-UA postsecondary institutions - Participation agreement with training providers

Data Users

In broad terms, it appears that there would be three distinct groups of data users having access to SLDS data:

- System Administrators- those who would *maintain* the database
- Primary Owners- those who would *access* the data at a granular level in order to generate reports and create data extracts in order to answer special requests
- Public Level Users- and those users who would only *view reports* that provided aggregated data, or with Executive Governance Board approval, *request special reports* be generated from the SLDS.

System Administrators – This group would report through the PMO and be tasked with maintaining the SLDS, and would be a very limited number of users who would have read/write/edit access to the raw data. The number of system administrators would be determined by the Executive Governance Board, and they would work closely with the Data Governance Board and the data stewards from the various agencies to ensure the system was secure and that information was accurate and up-to-date.

Primary Owners – This group would be granted access to the granular data, but would have read only rights within the SLDS. The primary owners would be responsible for

generating reports and performing ad hoc queries. Initially, it is recommended that this group would include members from the following agencies:

- DEED
- DOLWD
- ACPE
- UA system office

Public Level Users – This group would have no access to individual record data, but could view aggregated data contained in reports available on the Web to answer the questions they are most likely to ask.

Concerns and Risk Mitigation

Whenever such a large amount of data is being collected and stored in one database, there are public perceptions that must be addressed. The design of the SLDS should help to minimize or even eliminate the concerns and issues. For example, incorporating robust security protocols, creating a governance structure to oversee the SLDS, the stripping of PII, using a unique SLDS identifier, and assigning appropriate roles to a limited number of personnel with access to the data all work together to minimize the risk of identity theft.

Appendix:

Future data providers/users and questions they may be able to provide or ask.

- Alaska Native Corporations and their educational entities
- Denali Training Fund
- Apprentice programs
- UA College Savings Plan
- Rasmussen Foundation
- Executive Office, Legislatures, and state agencies
 - How many students graduate, both from secondary and postsecondary institutions?
 - What is the dropout rate? Do some areas or populations show higher dropout rates than others?
 - What types of assessment data are available?
 - How have student enrollments changed over time?
 - Is attendance improving?
 - How many highly qualified students are there in the state, and has the percentage of highly qualified students been increasing?
 - What capabilities are there for distance education in Alaska? (K -12 and postsecondary)
 - How many students go to college- instate vs out of state?
 - What are the demographic breakdowns for these students?
 - Does career coaching increase postsecondary completion rates?
 - Can we identify student career interests

- Local Education Agencies / State Education Agencies
 - Are they providing and are students taking the proper coursework for preparation for postsecondary education and the workforce?
 - What happens to dropouts –do they earn a GED, become employed, leave the state?
 - Is there a particular population being underserved?
 - Are some teachers better prepared than others, and if so does it affect student outcomes?
 - What is the value of career education programs, both in terms of job placement and retention?
 - Where are the graduates living, and where are the dropouts?
 - Are certain industries or occupations showing increased growth, and how do we prepare our kids to best take advantage of this growth?
 - What are the factors related to the outcomes after high school?
- Public postsecondary Institutions
 - Are students coming into postsecondary institutions prepared for and successfully completing college?
 - What has been the success of the Alaska scholars program?
 - What is the students' time to degree, including students who transfer into or out of institutions outside of Alaska?
 - How are the different ways that students enter and leave the Alaska educational pipeline? Is the traditional educational model becoming more of an exception today?
 - Can the SLDS help predict college enrollments in the future?
 - What are the experiences of college entrants prior to their enrollment?
 - How does financial aid affect students and their outcomes?
 - After completing teacher degree/certification programs, what is the retention rate for these teachers in the field?
 - Can the SLDS help predict the supply and demand for educators in the future?
- Other possible future partners and data providers might include:
 - ISER and other research agencies
 - Alaska Native Corporations
 - Private industry organizations
 - Alaska Workforce Investment Board
 - Special projects planning commissions, such as the Alaska gas pipeline project
 - CCED

Additional Key Questions to Address

- How does one school and/or school district compare to its peers?
- How affective is financial aid in positively influencing educational outcomes for recipients?
- How has the Alaska Performance Scholarship changed postsecondary attendance patterns for recipients? Are recipients more likely to stay in Alaska after completing postsecondary education than are their peers? Has the requirements to obtain an

Alaska Performance Scholarship influenced the course taking patterns of secondary students?

- Of those students who leave secondary education before graduating, how many earn their GED? Enter an apprenticeship training program?
- How likely are Alaska students to pursue the traditional pattern of secondary graduation leading to postsecondary instruction and graduation followed by labor force participation? Are more students choosing, or being required, to work while in school? Are more students entering the workforce after secondary school and delaying postsecondary education?
- How effective are teacher education programs? What is the average tenure for new teachers before leaving the field? Are there differences between those teachers practicing in rural Alaska versus more urban areas?

Determining Areas in Which to Focus Educational Research: Results of ACPE's 2010 Research Survey

Brian Rae
Assistant Director for Research and Analysis
Alaska Commission on Postsecondary Education
907.465.6672

Conducted by the Alaska Commission on Postsecondary Education
between September 15th and October 18th, 2010

Executive Summary

In August 2010, the Alaska Commission on Postsecondary Education conducted an online survey to gain insights into the research areas deemed most important in the areas of education and education outcomes in Alaska. A request to participate in the survey was emailed to 166 stakeholders from a variety of Alaska organizations that have interests in the effectiveness and outcomes of our state's education systems¹. Recipients were requested to forward the survey link to other potentially interested parties, and a total of 229 responses to the survey were received.

Five possible areas to research were identified in the survey, each with three specific research questions:

1. Measuring students' "success" -- however one might like to define the term -- after they leave an Alaska secondary education program;
2. Identifying where students decide to pursue their education or their career after they leave secondary education in Alaska;
3. Collecting and analyzing information on the "success" of educational programs and interventions;
4. Determining why certain students do not achieve their full potential or even drop out of the educational system; and
5. Determining what information students need / desire to make informed decisions regarding postsecondary education and careers.

The survey identified that respondents were most interested in determining why students do not achieve their full potential (research topic 4), followed by researching the success of various educational programs and interventions. The area of least interest was tracking where Alaska students pursue postsecondary education or their career after leaving the secondary school system.

Additional open-ended questions allowed the survey participants to explain and provide feedback on the questions and their responses. Selected responses have been included in this report.

Because the respondents to the survey were not randomly sampled but rather were asked to participate based on their association with groups involved in Alaska education programs, these results are not without bias and do not necessarily reflect the views of the majority of Alaskans.

¹ Examples of the groups solicited include organizations representing teaching professionals and school administrators, various government agencies at both the state and local levels, private and public postsecondary institutions providing degrees and certifications, Native organizations, advisory committees for education programs, and public and private research entities.

Determining Areas in Which to Focus Educational Research: Results of ACPE's 2010 Research Survey

DATA COLLECTION OVERVIEW

Starting August 2nd, 2010, the Alaska Commission on Postsecondary Education began collecting information via an online survey to help determine the types of questions that are important to the educational community and interested parties in Alaska.

Emails were distributed to various individuals and agencies, asking that each participate in the survey and also forward the invitation to others who might want to participate. Examples of agencies contacted include various associations involved in K-20 education, professional organizations, private and public postsecondary education providers, various boards and commissions with either educational or workforce components to their charters, Native Regional Corporations, various State agencies, and members of the State Legislature.

When the survey closed on September 19th, we had received 239 responses. Sixteen of the responses were deleted, either because the respondent answered the survey twice² or because the answers did not appear to represent a serious response to the survey questions.³

DATA COLLECTED

The primary focus of the survey was to help ACPE determine what types of research projects to pursue. By dividing the questions into five categories or "goals," we were able to judge the importance of each. The goals included:

1. Measuring students' "success" -- however one might like to define the term -- after they leave an Alaska secondary education program;
2. Identifying where students decide to pursue their education or their career after they leave secondary education in Alaska;
3. Collecting and analyzing information on the "success" of educational programs and interventions;
4. Determining why certain students do not achieve their full potential or even drop out of the educational system; and
5. Determining what information students need / desire to make informed decisions regarding postsecondary education and careers.

The survey included 20 questions which asked responders to rank on a scale of 1 to 5 the importance of the five goals, plus three additional questions related to each goal. It also included

² In most cases, the respondent had answered a few survey questions, then prematurely exited the survey. When this occurred, the survey answers for the respondent were merged into a single response, and the other response deleted.

³ In these cases, respondents left no contact information and answered only a few of the survey questions, or answered all questions with a minimum or maximum value.

six open-ended options for responders to suggest other questions that might be more appropriate to these goals and to suggest other areas for study.

Each goal would require ACPE to pursue somewhat different research efforts. For example, addressing the first goal would require us to collect data from the departments of Labor & Workforce Development (wages and unemployment use), Corrections (incarcerations), Health & Social Services (public assistance records) and postsecondary educational institutions (students pursuing postsecondary education and degrees awarded.) To address the fourth goal, our efforts would be much more focused on collecting socioeconomic, demographic and risk factor data on Alaska students, with much of that effort focused on students still in elementary and secondary schools.

By identifying the questions that are most important to the survey responders, we are better able to identify what information we need to collect to answer the questions in a measurable and meaningful manner. With limited resources available, we want to make sure our research efforts are collecting the information required to answer the questions most important to the data users.

RESPONSE ANALYSIS

As noted, many of the questions required a 1 to 5 ranking of importance from the responders. Different groups had different average scores across all of the categories. For example, the average of all scores from teachers and counselors was 4.066, while the average score for administrators was 4.167. For comparison purposes among the groups, we adjusted the scores so that each group's overall average score equaled zero⁴. By doing this, we are better able to determine the relative importance of items to each of the groups.

Table 1 provides a graphical representation of the importance of the various goals and questions for the various groups of responders. Green highlighted cells indicate that the goal or question was more important to that group, while red cells indicate less important ones.

For all responders to the survey, the most important goal was #4, determining why certain students do not achieve their full potential or even drop out of the educational system. Responders scored this goal 11.9% higher than their average scores. The most important single question in the survey was related to that goal, asking are there other (non-socio-economic or demographic) barriers affecting students' ability to continue their education?

At the other end of the spectrum was goal #2, identifying where students decide to pursue their education or their career after they leave secondary education in Alaska. This goal fell 9.4% below the average score for all responders, and was associated with the lowest scoring question

⁴ To adjust the scores, the average of all scores for the group under consideration was divided into the question under consideration for that group, and then we subtracted 1 from these results. By example, we divided the average score for all administrators for Goal 1, or 4.303, by 4.167 to get 1.0619. We then subtracted 1 to get 0.0619, meaning that the administrators' score for Goal 1 was 6.19% above the average for all administrators' scores. More complex approaches to normalize data exist, but do not work well with "convenience samples" and when the observations do not fit a normal distribution.

in the survey. Responders found little benefit in determining whether students decided to pursue their postsecondary education outside of Alaska.

In research terms, none of the goals' scores were *statistically* significantly different from the others, meaning that we cannot say with 90% confidence that responders actually found goal #4 to be more important than goal #2.⁵ Part of the reason is because there were only about 200 responders for each of the questions being asked. More significant was that even within the same groups of responders, there were some whose responses differed from the other members of that group.

For example, for goal #4, the highest ranked goal in the survey, there were 194 responders who rated its importance. One-hundred forty-two of the responders rated it a top priority, with a score of 5, and 34 gave it a score of 4. Still, two responders gave it a score of 1, and this throws a degree of *statistical* doubt into the calculations on whether this goal was actually more important to administrators than any of the other goals. (By comparison, for the lowest rated goal #2, there were 200 responders. Only 66 responders rated it as a top priority, while 7 rated this as a lowest priority for continued research. Using *statistical* measures, we cannot say that there was a difference in these responses, or that goal 4 was more important to survey responders than was goal 2.)

SOLICITATIONS FOR ADDITIONAL QUESTIONS

After ranking the three example questions associated with each goal⁶, survey responders were asked if there were other, possibly more appropriate, questions to ask to more fully understand each of the five goals.

It became obvious that the intent of the questions was not consistently understood by survey respondents – the example questions were not ones that would be asked of students, they were rather examples of questions that the educational community might want to consider and identify whether we should expend resources pursuing their answers. Still, survey responders provided lots of very useful information and insights for more in-depth consideration.

GOAL 1: Measuring students' "success" after they leave an Alaska secondary education program.

In this case, “success” is a nebulous term, difficult to quantify and therefore to measure. Still, it seems like many in the educational community deem it to be at least a somewhat important criterion for continuing research efforts, in a virtual tie with goal number 5 for third place in the

⁵ In general, when surveys use “convenience sampling,” which this survey used, it is not appropriate to calculate statistical significance and confidence intervals. Since responders are not pulled from a *random population*, they may have a bias that affects the survey results. This isn't unexpected, especially when conducting a survey about education that included mostly members of the education community. Without being able to measure confidence intervals, readers will have to determine for themselves if survey responses to the goals and questions indicated differences in their importance.

⁶ See Appendix A for a list of these questions with the respective goals.

rankings. (Goal 5 was determining what information students need / desire to make informed decisions regarding postsecondary education and careers.)

Responders recognized the need to use more qualitative measures of success.

“Qualitative research exploring how students feel about their own success in life might be an interesting research stance to take. Maybe a mixed methods study on this topic would be best so you could provide a fuller picture of what the success of the student truly is- and why they did (or didn't) achieve that success.” (Administrator, K-12 educational institution, no regional focus identified)

“(We need) a measure of the “soft-skills” youth have achieved upon completion of secondary education.” (Occupation not provided, non-educational organization, rural)

“(Some) students pursue a bachelor of arts in philosophy and end up happily working in banking or running a small business. So - we need to ask whether students feel prepared by their education for the workplace, which is different than asking whether a particular job is linked to a particular degree. We definitely can look at social indicators like incarceration and public assistance, but also we should be asking about whether students are prepared and able to make choices that they want, whether it is work or further education, or living a subsistence lifestyle.” (Teacher or counselor, postsecondary institution, statewide)

“I think it would be helpful to define the parameters of success this survey assumes, as success can be very subjective. To one person, success may be completing a doctorate, while for another, success may be simply finishing high school, and becoming a whaling captain, gaining knowledge outside of the classroom.” (Occupation not provided, postsecondary institution, no regional focus identified)

Still, several responders suggested more quantifiable measures that could be pursued.

“Did the student who attends postsecondary training/college have to take any remedial courses? If so, what areas, and tie it back to the high school so a substantive discussion can be had about how to resolve this challenge.” (Administrator, government agency, statewide)

“Has the student maintained employment? (Have they kept their job?)” (Teacher or counselor, non-educational organization, rural)

And still others suggested that we look to third parties to measure the success of a student.

“I feel that you need to survey their employers to see if the student is actually successful. The student may see themselves successful; however, the employer may identify major skill gaps. I truly believe that you should measure the effectiveness of the institution in delivering programs the “region” and “employers” need as an important measure. Is the

institution meeting the needs of the region. If not, what prevents it?" (Administrator, vocational / technical institution, no regional focus identified)

Finally, at least a couple of responders questioned one of the suggested metrics for measuring students' "success," and pointed out that it may take many years before we can actually measure success.

"Don't think reliance on public assistance as a negative outcome - particularly since it is considered a safety net and way to gain access to education. Eliminate that on the list!" (Occupation not provided, non-educational organization, no regional focus identified)

"There are some insidious assumptions regarding reliance on public assistance. It may be a matter of necessity, depending on the available options for maintaining a livelihood. Ideally, responses to these questions should be assessed over a decade, not on a short-term basis." (Teacher or counselor, postsecondary institution, urban)

GOAL 2: Identifying where students decide to pursue their education or their career after they leave secondary education in Alaska?

There are several databases, one unique to Alaska, that with some amount of effort allow matching of students to their place of residence and work histories. By using Alaska wage records, we can see which students continue to work in the state after their secondary education ends. And, through cooperative agreements between the states and the U.S. Department of Labor, we could determine if former students are working in states other than Alaska.

Similarly, the Alaska Permanent Fund Dividend provides a tangible incentive for residents to inform the state that they are residing here, allowing us to track even those former students who are self employed or not drawing a wage, and the National Student Clearinghouse allows us to identify most students continuing their educational pursuits, either in Alaska or in another state.

Interestingly, the ability to do any of the above was the least valuable goal for survey responders, and tracking where students pursued their postsecondary education was the lowest ranked question in the survey. One responder summed it up this way:

"If we are to prepare for any option after leaving high school, students can experience success wherever they end up. I think if the goal is to have a workforce prepared to lead Alaska into the future we must realize that many students who grow-up only in Alaska want to experience something different outside of Alaska. Often they find there are more opportunities in Alaska, and they return like my two kids did to find more work opportunities available. We will always have jobs in Alaska to be filled, and if a qualified young person can fill the job, that's fine. If Alaska's young people are better prepared than others, that should be our hope, but some will still want to leave the state for a variety of reasons." (Occupation not provided, K-12 educational institution, no regional focus identified)

While another was more succinct:

"The Alaska part does not matter to me." (Occupation not provided, K-12 educational institution, no regional focus identified)

Not all were as dismissive of this goal, however.

"Of course I want more detail - WHY did they do any of the above? And tracked over a longer period of time - like 10 yrs or so. They may have started here at UA for the first two years for financial reasons, then finished elsewhere because AK doesn't have the specialty they need (e.g., a veterinarian school). Or graduated, took a job outside for a couple of years then returned to AK with those additional connections and experience. Or they start school here, stop out to earn money or deal with family issues, then come back. Just tracking the first time full time freshmen doesn't get at the majority of the story IMO and not the most interesting part either. Often those who go on for school full time immediately are the ones who don't know what else to do. Those who struggle to balance all life's demands so they can attend school are the ones who REALLY want to be here and know why." (Administrator, postsecondary institution, statewide)

"When are you asking the questions? The next year after they graduate? Five years out? I don't think you can measure the "success of school" immediately upon graduating from high school--that would be a pretty short term goal, but a very real one for many students who may be the first generation to finish." (Teacher or counselor, no organization identified, no regional focus identified)

Still, while their numbers are small, even responders identified with postsecondary institutions listed this as their lowest ranked goal.

GOAL 3: Having information on the "success" of educational programs and interventions.

As a goal, this was the second most important one in the survey. However, none of its associated questions were ranked above average by survey responders. (See Table 1 and note that each question had a negative score associated with it.) Again, the problems of attempting to quantify otherwise qualitative intents was noted by respondents.

"It is important to have evidence of a program's success, but in our quest for evidence it seems we are often drawn to quantifiable outcomes. The dilemma is that quantifiable outcomes may not always be best aligned with the program goals or with the young person's needs." (Administrator, K-12 educational institution, urban)

"I think what constitutes a "positive outcome" or the "benefits of a program" can be very far reaching and very hard to measure. If someone decides they don't want to pursue something after experiencing it through training is that a success or failure? Figuring out what you don't want to do has value." (Occupation not provided, non-educational organization, no regional focus identified)

Some responders suggest that educational programs and special interventions may take scarce funding away from other programs.

“I often think we go to great expense to provide interventions for a few, when this money would be better spent on supporting a far larger group of good kids who have great potential and have nothing.” (Occupation not provided, K-12 educational institution, no regional focus identified)

“Once defined, it is important that program cost/benefits are measured. Too often, no follow-up is done, and a program exists ‘just because’.” (Teacher or counselor, K-12 educational institution, rural)

“If there are not positive outcomes for program participants compared to non-participants, get rid of the program. This should be a priority, and I know how difficult it is to get rid of even ineffective programs. They seem to have grandfather rights. If you save a kid through intervention, cost becomes moot; however, the reality is that there are only so many dollars and many priorities for those dollars. Perhaps spending more on parental training or teaching parenting skills in school might get a jump start on intervention. We teach no youngster child development or parenting skills, and yet they all become parents. Many of their role models are less than pristine.” (Administrator, K-12 educational institution, no regional focus identified)

Still, some were supportive of attempting to measure the success of educational programs and interventions.

“There are other ways of measuring success for programs, such as pre- and post-tests, or finding some sort of valid benchmarks to measure student progress against. We have a huge problem in this state with the kinds of “scientific” research called for in federally funded initiatives due to our geographic distances and small communities.” (Teacher or counselor, postsecondary institution, statewide)

“Can we match participants to the programs or interventions that benefit them the most? Can we replicate the characteristics of the most effective programs and interventions as needed across the state? How do we measure the cost/benefit ratio without longitudinal data?” (Occupation not provided, K-12 educational institution, rural)

GOAL 4: Determining why certain students do not achieve their full potential or even drop out of the educational system.

This goal had the highest scores of any in our survey, with responders ranking this goal nearly 12% higher than the average for all goals. One question associated with this goal stood out as being most important to responders: *Are there other (non-socioeconomic) barriers affecting students’ ability to continue their education?* This was the highest ranked single question on the entire survey.

I'd rather ask "What does the data show in terms of correlations between socioeconomic status (SES) and demographics and student success? And then ask, what are the programs that are successful regardless of students' SES, demographics etc? Because, frankly, we should be able to educate just about everyone, and we need to recognize that there are more challenges for students who are less resourced, but that this does not mean that students aren't capable of learning under the right conditions.

Okay, that said, we need to look at barriers that range from cost to access - we don't have many programs for students not living in urban areas - and also cultural issues on the part of the institutions - to what extent are our institutions unfriendly to non-traditional, non-mainstream students? (Teacher or counselor, postsecondary institution, statewide)

Some responders suggested that instead of surveying students who did not achieve their full potential, we should study those students who were seemingly very successful and determine if there was something about them and their history that led to their success.

Is it possible to work backwards to analyze common success factors among people from different socio-economic backgrounds? (Administrator, postsecondary institution, no regional focus identified)

Ask the question the other way, which students - whose demographics would indicate these challenges - are successful, and then pursue them to find out why. (Administrator, government agency, statewide)

While a good idea, we need to remember that this approach forces us to define success and the achievement of "full potential," so we might ignore populations that consider themselves to be successful yet fall outside of our traditional definitions of "success."

"The way the question is stated is bothersome. It assumes that a person must continue their formal education beyond secondary school to achieve their full potential. I would phrase it like this: What are the barriers to continuing formal education (college, apprenticeships, vocational training, etc) after secondary school? Financial, family, seeing the value of the education, lack of preparation for post-secondary, etc. etc." (Administrator, postsecondary institution, statewide)

"Who's notion of 'full potential' is being used? Have students and communities been consulted on this front?.... Do we need to provide different kinds of support for students often referred to as non-traditional, or even challenge our sense of who the traditional Alaska student in higher education/training is?" (Occupation not provided, K-12 educational institution, rural)

Many survey responders focused on issues students face at home.

"There are several families who do not value education or who are out most of the night and then fail to get their kids up for school. Some students are out all night and are

frequently seen hanging out around the school between 10 p.m. and 5 a.m. three and four times per week. One student told me yesterday that her parents got drunk and were getting sick and she finally got up and went to sleep at her grandmother's house. What happens to students who have no place to go to escape?..... Our school calls every student's home when he/she doesn't arrive for school in the morning. However, some parents do not answer the phone when we call or hang up on us once they know it is the school. Student attendance is one of the biggest issues in the village schools. We have students who are absent over 100 days of school annually. If one factors in the amount of tardy time to these students, you could add another 20 to 30 days of time they are not in school.” (Administrator, K-12 educational institution, rural)

“What expectations do parents have for their children. If parents dropped out, there may not be the expectation that the children will stay in school!” (Teacher or counselor, no organization identified, no regional focus identified)

And, many others asked about more societal and cultural issues that can hinder a student's educational progress.

“What about substance abuse issues ... substance abuse crosses all socioeconomic lines.” (Administrator, K-12 educational institution, no regional focus identified)

“How many years did the educator stay at the school? How many AK Native teachers are in your school? I think a huge hindrance is the teacher turnover in the rural and remote parts of our state. A big push to train and have more local highly trained AK Native teachers for villages that have a connection to the community would boost successes!” (Administrator, government agency, no regional focus identified)

GOAL 5: Determining what information students need / desire to make informed decisions regarding postsecondary education and careers.

This goal was virtually tied with goal 1, measuring students' "success" after they leave an Alaska secondary education program. Unlike goal 1, however, responses were much more focused on a single topic area: counseling, with a lot of emphasis on the benefits of career counseling at an early age.

“Career counseling should be K-12, helping students make a connection between school based skills and work based skills. Career exploration should start in middle school, and all students should have a realistic career plan starting in 9th grade. They should make progress on their career plan, and graduate prepared for the career they identify early in their school career. Often career counseling is available, but starts too late in informing students of career opportunities.” (Occupation not provided, K-12 educational institution, no regional focus identified)

“You know, they say that students begin deciding what they want to be by 3rd grade. We should provide more ideas to them at a younger age.” (Administrator, government agency, no regional focus identified)

Several responders felt that career information resources were good and had improved over the years, but simply having better information available wasn't sufficient to make sure that students were informed. One responder summed up the situation with this comment:

"I have taught in AK high schools for over 30 years. The career counseling, awareness programs, internships, visits by college reps, college fairs, apprenticeships etc. have only gotten better and better. Plus, the online services and information available are so far superior of what was available just a few years ago that "lack" of information is not the issue. "Processing" the information and being able to analyze, plan, consider the options is the critical area in which schools and students often fall short. Questions which are more specific about this process should be considered." (Teacher or counselor, K-12 educational institution, rural)

Many responders noted the lack of opportunities for students to work with career counselors.

"I know that for our district the issue is not whether or not we want to provide the career counseling services but can we afford to provide them. Funding for these specific, yet critically important, positions is key to student success." (Administrator, K-12 educational institution, rural)

"I think part of the issue here is that there are schools that do not have counseling available, or very limited counseling related to career awareness." (Occupation not provided, non-educational organization, no regional focus identified)

"How many minutes per year does a student spend with a career counselor? Is career counseling available, or only academic, or drug counseling?" (Administrator, K-12 educational institution, statewide)

What is the quality of career counseling in Alaska? How does the quality of career counseling in Alaska differ based on location? How can we improve the quality of career counseling in Alaska? (Occupation not provided, K-12 educational institution, statewide)

UNANSWERED QUESTIONS, SUGGESTIONS AND "FOOD FOR THOUGHT"

Responders provided additional questions for us to consider in researching education in Alaska, suggestions on how to make better use of the information and resources already available to the educational community, and in some cases observations about the approaches they believed might be taken to improving education in the state.

"As with most things, it seems we need to do much better at connecting the right people to the right resources. Would you consider a project like a huge clearinghouse of where to get what you need for student/youth related activities? We need to link all resources like these to students and their families: Jobs, applying for jobs, schooling, scholarships, loans, vocational training, hardship resources (food, housing), re-entry issues, future

planning (counseling, Explore, Reality check, etc.)” (Administrator, government agency, statewide)

“How frequently do the Board of Regents and the State Boards meet for combined meetings in order to discuss P-20 Education in Alaska? Do district personnel serve on university committees that determine general education requirements? Do university faculty serve on EED and district committees engaged in discussions about h.s. graduation requirements? Do middle and high school faculty meet with university faculty responsible for teaching developmental education courses to consider alignment and expectations?” (Administrator, postsecondary institution, statewide)

What programs outside of public education provide services to overcome the barriers to post-secondary training and employment? Are these programs effective? Why, or why not? Does inadequate funding contribute to the ineffectiveness of some programs? (Administrator, K-12 educational institution, rural)

As I noted earlier, we need to look hard at which schools and districts are preparing students for the workplace and college and which are not. We also need to ask what particularly successful schools and districts are doing, and how we can learn from them. (Teacher or counselor, postsecondary institution, statewide)

What correlations are there between specific professional development programs for teachers and outcomes for students? (Administrator, K-12 educational institution, no regional focus identified)

Have you looked at the requirements of universities in their education departments? For example, a BS or BA in "something" plus a 5th year to receive certification in either elementary or secondary education. Too many teachers are coming into the profession with abysmal general educations. (Teacher or counselor, K-12 educational institution, urban)

“What are STUDENT’S perceptions of assets acquired and barriers encountered as they move through the education continuum to accomplish their career goals?” (Teacher or counselor, government agency, statewide)

In general, I think several surveys need to be developed: one - toward students and potential students; one - for staff within educational institutions; and one for individuals employed in fields assisting students; basically asking what the barriers are to student success; and what concrete steps can be taken to ameliorate the barriers. (Administrator, non-educational organization, no regional focus identified)

Measure institutional effectiveness - not just the program. Survey industry for effectiveness of the students. (Administrator, vocational / technical institution, no regional focus identified)

In rural, remote Alaska sites where education seems to be in conflict with the traditional cultural values that reside there, what if the educational system were turned upside down and let the Alaska native residents design and create their own educational system utilizing their way of life to educate their children instead of forcing the westernized educational system upon them? (Occupation not provided, K-12 educational institution, rural)

What about curriculum for helping participants manage SUCCESS? I have found that many youth are afraid of success and often find ways to avoid living up to the expectations of being successful. (Teacher or counselor, non-educational organization, rural)

“Key for me is what are HS grads doing 10 years after graduating. I feel that too much emphasis is placed on what they do the year following graduation. The more telling story is what they are doing when things begin to settle down for them- this 10 years out is the telling time for me for most people 2 years out may or may not tell you something.” (Administrator, K-12 educational institution, no regional focus identified)

And two comments to end this section:

“My experience has led me to believe that people have good intentions - they discuss - argue - debate - and come up with worthwhile plans which never seem to make it to their targeted audience - esp. to those students who are struggling.” (Administrator, K-12 educational institution, rural)

“This issue needs a champion who will see it through the legislative process and provide for the coordination of the many poorly funded resources. We need to have a life plan for every person leaving high school, graduate or not. Every youth should know their next step and be empowered to take it. If that means college great! If it means something else then how do we help?” (Occupation not provided, government agency, no regional focus identified)

SUMMARY

The main goal of our survey was to determine which areas were the ones most critical for continued research on the effects of education in Alaska, and how to improve that research. It seems clear that survey responders see efforts to better understand why students fail to reach their full potential, and identifying these issues early in a child’s educational continuum, as being very important. In particular, determining the non-socioeconomic barriers that limit students’ achievement was the highest priority of any single question presented in the survey.

Determining the successfulness of various educational programs and interventions was also important to responders, though the questions provided as examples to measure success were deemed inadequate. Finally, the attempt to track where secondary students decided to pursue either a career or their postsecondary education was not important to survey responders.

A second goal of our survey was to identify *quantitative* questions we could ask in order to address otherwise *qualitative* issues, and sources of information to use in these efforts. Usually, responders suggested very legitimate questions, though they were often still qualitative in nature. Many responders suggested questions that had not yet been considered for further study, and there were additional suggestions for sources of data that will prove useful to our extended research efforts.⁷

Just because survey responders suggested questions that were still qualitative in nature does not mean the questions are not good ones. In fact, many responders pointed out that the outcomes we would like to track are often times not quantifiable, yet they are still important in determining the worth of a program or its benefits to students and the economy or the state. Focusing some of our research efforts towards more qualitative-based surveys and data collection could help answer these questions. Responders suggested that in many cases, it was best to ask students directly about certain topics, such as where they were most likely to turn for information on postsecondary education and employment opportunities, or how helpful they found their school's career and postsecondary education counseling services. These are the types of questions that are impossible to answer by matching administrative records, but such surveys do require significant effort in order to draw valid conclusions.

Finally, there were several suggestions to look at qualities of successful students and see what may have led to their success. This would require access to historical information for those data elements that can change over time, as well as additional surveys of these successful students in order to determine what factors they felt were most important to their ultimate success.

⁷ In order to collect and link back to an individual student some of the suggested data for us to analyze, we need to have in place data sharing agreements with the agencies providing the data, and make sure that the confidentiality of students' data is maintained. ACPE is continuing its efforts to create a statewide longitudinal data system, or SLDS, in order to make such data collection, sharing, analysis and reporting easier.

APPENDIX A. Survey goals and associated questions:

GOAL 1: Measuring students' "success" after they leave an Alaska secondary education program.

1. Did Alaska students attend college or other postsecondary training? If so, did they complete their education?
2. Did Alaska students enter the workforce? If so, were they employed in jobs that were linked to their educational pursuits?
3. Did Alaska students avoid negative outcomes in their lives, such as incarceration or reliance on public assistance?

GOAL 2: Identifying where students decide to pursue their education or their career after they leave secondary education in Alaska.

1. If they went to school, did they go to school in Alaska?
2. If they went to an out-of-state postsecondary institution, did they return to Alaska?
3. If they entered the workforce after leaving secondary education, did they pursue a career in Alaska?

GOAL 3: Having information on the "success" of educational programs and interventions.

1. Are there positive outcomes for program participants compared to non-participants?
2. Do the benefits of a program or intervention outweigh the costs of providing it?
3. Do some programs or interventions benefit one group of Alaska students more than others?

GOAL 4: Determining why certain students do not achieve their full potential or even drop out of the educational system.

1. Are there socio-economic or demographic factors limiting Alaska students' success?
2. Are there other barriers affecting students' ability to continue their education?
3. Does the cost of pursuing postsecondary education decrease the likelihood of an Alaskan continuing their education, and do current financial aid programs work to minimize this problem?

GOAL 5: Determining what information students need / desire to make informed decisions regarding postsecondary education and careers.

1. Do Alaska students know about the programs that can assist them in their pursuit of postsecondary education or training?
2. Does career counseling benefit Alaska students?
3. Are Alaska students aware of, and being provided access to, the range of career counseling services available to them?

TABLE 1.

GOAL 1: Measuring students' success after they leave an Alaska secondary education program.

GOAL 2: Identifying where students decide to pursue their education or job career after they leave secondary education in Alaska.

GOAL 3: Gaining information on the "success" of educational programs and interventions.

GOAL 4: Determining why certain students do not achieve their potential or even dropout of the educational system.

GOAL 5: Determining what information students need to make informed decisions regarding postsecondary education and careers.

<p>GOAL 1: Measuring students' success after they leave an Alaska secondary education program.</p>	<p>GOAL 2: Identifying where students decide to pursue their education or job career after they leave secondary education in Alaska.</p>	<p>GOAL 3: Gaining information on the "success" of educational programs and interventions.</p>	<p>GOAL 4: Determining why certain students do not achieve their potential or even dropout of the educational system.</p>	<p>GOAL 5: Determining what information students need to make informed decisions regarding postsecondary education and careers.</p>
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FORMED DATA - Conditional formatting across all questions for each group.

	200	0.0%	0.1%	0.2%	1.1%	3.4%	15.2%	4.5%	4.5%	5.3%	0.1%	2.4%	4.0%	11.3%	1.2%	5.1%	1.1%	2.8%	2.5%	2.2%	0.6%
ALL	229	0.0%	0.1%	0.2%	1.1%	3.4%	15.2%	4.5%	4.5%	5.3%	0.1%	2.4%	4.0%	11.3%	1.2%	5.1%	1.1%	2.8%	2.5%	2.2%	0.6%
Teachers/Counselors/Admin	44	5.2%	1.7%	5.2%	4.5%	9.1%	15.6%	0.5%	3.1%	6.0%	0.4%	2.2%	2.0%	14.9%	1.7%	3.5%	0.2%	2.7%	0.2%	3.2%	2.0%
Human Resources	130	3.3%	0.3%	0.7%	2.8%	2.8%	9.5%	14.6%	0.3%	2.0%	0.3%	1.2%	0.3%	5.3%	0.1%	3.2%	0.3%	2.3%	0.3%	3.2%	1.5%
Direct	14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Student	22	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Govt	22	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-Profit	31	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PS/Ed	33	4.2%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	39	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unemployed	4	16.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Measuring Alaska's secondary student performance

Not every young Alaskan takes the traditional path from secondary school to adult work life. The journey can be a bumpy one, with detours and deadends. And just as initial success doesn't necessarily lead to long-term success, failure in high school doesn't necessarily mean long-term failure. But what path is most likely to lead to success for Alaska's youth?

Many Alaska youth follow high school immediately with college¹ or training programs. Others drop out and then later earn a GED.² Others

find success in employment without a degree. And some Alaska youth fail.

In order to better assess how Alaska's students are faring and to identify ways toward improvement, the Alaska departments of Labor and Workforce Development, and Education and Early Development have started new cooperative data collection and analysis systems.³ Through that effort, we're able to track Alaska

¹ "College" and "postsecondary education" are used interchangeably throughout this article; they refer to two- or four-year colleges.
² GED stands for General Education Development.

³ The cooperative data collection and analysis systems are part of a U.S. Department of Education drive to have states develop and maintain longitudinal data systems to efficiently and accurately manage, analyze and use education data, including individual student records. The data systems should help states, school districts, schools and teachers make data-driven decisions to improve student learning, and contribute to research on ways to increase student achievement and close achievement gaps.

1 Students Leaving School the First Year Versus Over Four Years Students in grades nine to 12 in the 2004-2005 school year, Alaska

What Happened to Students Over the Whole 2004-2008 Period¹

	Total	Eamed GED ²	Graduated or Eamed GED ²	Postsecondary Education in Alaska or in the U.S. ²	Postsecondary Education in Alaska Only ²	Military ²	Employed in Alaska ³	Alaska Total Wages ³	Average Annual Wages ³
Total	40,978	3,000	29,851	16,827	10,484	1,515	26,760	\$361,096,801	\$13,494
Graduated	6,609	42	6,438	3,154	1,868	338	4,232	\$80,493,120	\$19,020
Dropped Out	2,995	875	1,056	353	247	97	1,777	\$22,223,361	\$12,506
Ended Year as a 7th- to 12th-Grader and Was Expected to Return	28,388	1,665	21,112	12,844	8,053	961	19,071	\$234,154,594	\$12,278
Transferred to Another School	1,506	262	457	237	136	69	724	\$8,300,555	\$11,465
Other ⁴	1,480	156	568	239	180	50	956	\$15,925,171	\$16,658
Number Employed in Alaska in 2009	26,760	2,044	20,490	11,885	8,732	n/a	26,760	n/a	n/a
Average Annual Wages in 2009	\$13,494	\$13,599	\$14,366	\$12,264	\$13,866	n/a	n/a	n/a	n/a

Note: The abbreviation "n/a" in these cases means not available.

¹ Based on the last exit type reported

² Student data as of November 2009

³ Student data as of calendar year 2009

⁴ "Other" includes students who completed school and received certificates for completion or attendance in lieu of high school diplomas; students who reached the maximum age (school age is 19 or younger); students who died; students still in high school, and students otherwise unaccounted for.

Sources: Alaska Department of Labor and Workforce Development, Research and Analysis Section; Alaska Department of Education and Early Development; Alaska Department of Revenue, Permanent Fund Dividend Division

students through secondary and postsecondary education as well as through the world of work.

Since Alaska consistently ranks near the bottom in educational performance measures when compared to other states, there's a sense of urgency to identify solutions. An improved data system is a key part of this effort.

Which path is the one that will most likely lead to success? Just how successful are high school graduates versus dropouts? And how do long-term dropouts compare to those who earn their GED in Alaska, which should give them the equivalent of a high school diploma? To get a more complete profile of Alaska's youth, we have matched historical Alaska student records from the Department of Education⁴ with Alaska GED, employment and wage data, along with Alaska and national postsecondary education information.

The 2004-2005 school year: a case study

Four years of Alaska student data were made available for data matching – the school years 2004-2005, 2005-2006, 2006-2007 and 2007-2008 – as part of the ongoing data sharing agreement between the departments of Labor and Education. The 2004-2005 school year was the earliest year for which high school student data were available.

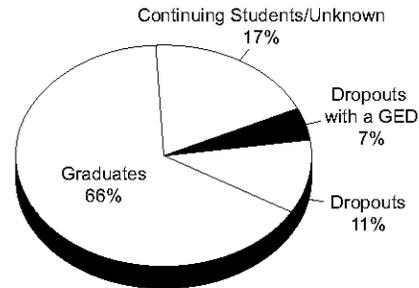
After selecting only student records in the 2004-2005 school year, 40,978 Alaska students in grades nine through 12 were matched with the subsequent three years of school year information and other administrative data through calendar year 2009 to determine each student's near-term and longer-term education and employment outcomes.

School districts assigned an exit code from the Department of Education's list of 14 different codes to each student based on the last reported exit for the school year. About 70 percent of the students were assigned a code indicating

⁴ Throughout this article, references to simply the "Department of Education" are to the Alaska Department of Education and Early Development.

What They Were Doing in 2007-2008 Grades nine to 12 in 2004-2005, Alaska **2**

Last Reported High School Status in 2007-2008



Sources: Alaska Department of Education and Early Development; Alaska Department of Labor and Workforce Development, Research and Analysis Section

they ended the year enrolled and were expected to return the following year. (See Exhibit 1.) The two other large categories of students were those who graduated and those who dropped out of school.

While the status of the students at the end of the 2004-2005 school year is important, the final reported exit status during the four-year period – from 2004 through 2008 – for the 2004-2005 students is also important. It shows what happened to the ninth-graders from 2004-2005, and it provides additional data on the students' college and employment choices. Longer-term data give a clearer picture of the long-term success or failure of Alaska's youth, and that drives an interest in collecting this information at the national level.

Though many students reported as continuing students in the 2004-2005 high school student population dropped out of school, many of those dropouts ultimately earned a GED or returned to school and got their high school diploma. Almost 66 percent (26,938) of the students earned a regular high school diploma or graduated another way⁵ in Alaska.

While there were 3,046 dropouts and students who reached the usual maximum allowable age⁶

⁵ Graduating another way includes earning a diploma under a waiver, graduating the prior summer or passing the High School Graduation Qualifying Examination. A student must pass the three sections of the HSGQE to receive a diploma in the state of Alaska.

⁶ Nineteen is the usual maximum age to attend high school in the state. Alaska statute allows students older than that at the discretion of the school district's governing body.

3 Status of the Students as of the 2007-2008 School Year and 2009

Students who were in grades nine to 12 in the 2004-2005 school year, Alaska

	Student Status ¹						Students Who Earned a GED ²		
	Total Students	Number of Dropouts	Percentage of Dropouts	Number of Graduates	Percentage of Graduates	Number of Other ³ Students	Percentage of Other ³ Students	Number of Students	Percentage of Students
Total	40,978	6,281	15.3%	26,938	65.7%	7,759	18.9%	3,000	7.3%
Graduates	26,938	0	0.0%	26,938	100.0%	0	0.0%	87	0.3%
Dropouts with a GED	1,919	62	3.2%	0	0.0%	1,857	96.8%	1,919	100.0%
Last grade level as of the 2007-2008 school year:									
Ninth grade	1,206	561	46.5%	0	0.0%	645	53.5%	216	17.9%
10th grade	2,206	1,043	47.3%	2	0.1%	1,161	52.6%	528	23.9%
11th grade	4,179	1,872	44.8%	155	3.7%	2,152	51.5%	992	23.7%
12th grade	33,378	2,804	8.4%	26,781	80.2%	3,793	11.4%	1,263	3.8%
Grade n/a ⁴	9	1	11.1%	0	0.0%	8	88.9%	1	11.1%
Postsecondary education:									
No	24,151	5,550	23.0%	12,038	49.8%	6,563	27.2%	2,348	9.7%
Yes	16,827	731	4.3%	14,900	88.5%	1,196	7.1%	652	3.9%
Region ⁵ of last school in the 2004-2008 period:									
Mat-Su	4,753	601	12.6%	3,124	65.7%	1,028	21.6%	374	7.9%
Fairbanks	5,576	942	16.9%	3,575	64.1%	1,059	19.0%	493	8.8%
Northern Region	1,836	373	20.3%	1,023	55.7%	440	24.0%	135	7.4%
Balance of Interior Region	1,478	294	19.9%	802	54.3%	382	25.8%	136	9.2%
Southwest Region	2,492	495	19.9%	1,377	55.3%	620	24.9%	157	6.3%
Anchorage	15,149	2,316	15.3%	10,338	68.2%	2,495	16.5%	944	6.2%
Gulf Coast Region	4,742	497	10.5%	3,380	71.3%	865	18.2%	343	7.2%
Southeast Region	4,492	619	13.8%	3,171	70.6%	702	15.6%	328	7.3%
Region n/a ⁶	460	144	31.3%	148	32.2%	168	36.5%	90	19.6%
Sex:									
Female	19,841	2,669	13.5%	13,722	69.2%	3,450	17.4%	1,113	5.6%
Male	21,137	3,612	17.1%	13,216	62.5%	4,309	20.4%	1,887	8.9%
Race:									
White	24,481	2,941	12.0%	17,512	71.5%	4,028	16.5%	1,675	6.8%
African-American	1,704	331	19.4%	953	55.9%	420	24.6%	102	6.0%
Hispanic	1,389	262	18.9%	845	60.8%	282	20.3%	97	7.0%
Asian	2,637	354	13.4%	1,820	69.0%	463	17.6%	94	3.6%
American Indian	616	124	20.1%	348	56.5%	144	23.4%	65	10.6%
Alaska Native	9,565	2,153	22.5%	5,136	53.7%	2,276	23.8%	924	9.7%
Other	586	116	19.8%	324	55.3%	146	24.9%	43	7.3%

Note: Some students fall into multiple categories, so percentages in rows and columns don't equal 100 percent.

¹ Student data as of the 2007-2008 School Year.

² Student data as of November 2009.

³ "Other" includes students who completed school and received certificates for completion or attendance in lieu of high school diplomas; students who reached the maximum age (school age is 19 or younger); students who died; students still in high school, and students otherwise unaccounted for.

⁴ Students who were last reported as dropouts.

in grades nine through 12 reported in 2004-2005, twice that number, a total of 6,281 of the 40,978 students in 2004-2005, ultimately dropped out of school or reached the maximum school age by school year 2007-2008. That means more than 15 percent of all students in grades nine through 12 in the 2004-2005 school year dropped out of high school by 2008. But that isn't the end of the story for dropouts.

but those numbers are a crucial piece of information in determining overall student outcomes. (See Exhibit 2.) The good news is that nearly half the students who ultimately dropped out received a GED. Overall, 29,851 (72.8 percent) of the 2004-2005 students earned a regular Alaska high school diploma or GED by 2009. Those figures, however, don't include high school education outcomes for students who left the state.

The numbers of people who get their Alaska GED aren't incorporated into official graduation rates,

Dropout and graduation rates varied considerably by gender, race and geographic area.

Students Who Graduated or Earned a GED ¹				Postsecondary Education ²				Employment and Wages As of Calendar Year 2009			
Number of Dropouts Who Earned a GED ⁴	Percentage of Dropouts Who Earned a GED ⁴	Number Who Graduates or Who Earned a GED	Percentage Who Graduates or Who Earned a GED	Number Who Were in Any State	Percentage Who Were in Any State	Number in Alaska	Percentage in Alaska	Number Employed in Alaska	Percentage Who Were Employed	Total Annual Wages	Average Annual Wages
1,919	30.6%	29,851	72.8%	16,827	41.1%	10,484	25.6%	26,760	65.3%	\$361,096,801	\$13,494
0	0.0%	26,938	100.0%	14,900	55.3%	9,204	34.2%	18,642	69.2%	\$269,446,162	\$14,454
1,919	0.0%	1,919	100.0%	426	22.2%	332	17.3%	1,317	68.6%	\$18,209,201	\$13,826
130	23.2%	216	17.9%	95	7.9%	51	4.2%	510	42.3%	\$4,723,046	\$9,261
323	31.0%	530	24.0%	279	12.6%	154	7.0%	1,055	47.8%	\$10,826,027	\$10,262
640	34.2%	1,145	27.4%	627	15.0%	395	9.5%	2,413	57.7%	\$27,666,902	\$11,466
825	29.4%	27,959	83.8%	15,826	47.4%	9,884	29.6%	22,776	68.2%	\$317,865,641	\$13,956
1	0.0%	1	11.1%	0	0.0%	0	0.0%	6	66.7%	\$15,185	\$2,531
1,493	26.9%	14,322	59.3%	0	0.0%	0	0.0%	14,875	61.6%	\$215,338,026	\$14,477
426	58.3%	15,529	85.1%	1	0.0%	10,484	62.3%	11,885	70.6%	\$145,758,776	\$12,264
193	32.1%	3,468	73.0%	1,780	37.5%	1,173	24.7%	3,019	63.5%	\$45,012,936	\$14,910
347	36.8%	4,054	72.7%	2,455	44.0%	1,724	30.9%	3,624	65.0%	\$54,037,102	\$14,911
78	20.9%	1,156	63.0%	405	22.1%	330	18.0%	1,330	72.4%	\$17,128,817	\$12,879
99	33.7%	935	63.3%	476	32.2%	363	24.6%	978	66.2%	\$14,143,785	\$14,462
103	20.8%	1,526	61.2%	586	23.5%	466	18.7%	1,773	71.1%	\$16,961,002	\$9,566
614	26.5%	11,272	74.4%	6,830	45.1%	4,012	26.5%	9,751	64.4%	\$134,850,086	\$13,829
209	42.1%	3,713	78.3%	2,168	45.7%	1,333	28.1%	3,074	64.8%	\$41,499,425	\$13,500
229	37.0%	3,494	77.8%	2,044	45.5%	1,013	22.6%	2,922	65.0%	\$34,146,955	\$11,686
47	32.6%	233	50.7%	83	18.0%	70	15.2%	289	62.8%	\$3,316,695	\$11,476
739	27.7%	14,801	74.6%	9,181	46.3%	5,734	28.9%	13,176	66.4%	\$156,061,884	\$11,844
1,180	32.7%	15,050	71.2%	7,646	36.2%	4,750	22.5%	13,584	64.3%	\$205,034,918	\$15,094
1,059	36.0%	19,133	78.2%	11,818	48.3%	6,960	28.4%	15,733	64.3%	\$225,428,980	\$14,328
62	18.7%	1,050	61.6%	598	35.1%	322	18.9%	955	56.0%	\$12,326,349	\$12,907
71	27.1%	942	67.8%	541	38.9%	374	26.9%	907	65.3%	\$13,520,260	\$14,907
71	20.1%	1,914	72.6%	1,159	44.0%	726	27.5%	1,697	64.4%	\$23,827,924	\$14,041
43	34.7%	413	67.0%	188	30.5%	114	18.5%	387	62.8%	\$5,267,093	\$13,610
591	27.5%	6,033	63.1%	2,346	24.5%	1,874	19.6%	6,716	70.2%	\$75,816,889	\$11,289
22	19.0%	366	62.5%	177	30.2%	114	19.5%	365	62.3%	\$4,909,306	\$13,450

⁵ These are the same economic regions regularly discussed in *Trends*, with two differences: the Anchorage/Mat-Su Region is broken into the Municipality of Anchorage and the Mat-Su Borough and the Fairbanks North Star Borough is separated out from the Interior region.

⁶ The abbreviation "n/a" in this reference means that the data aren't available because the school location wasn't coded correctly for the 460 students.
Sources: Alaska Department of Labor and Workforce Development, Research and Analysis Section; Alaska Department of Education and Early Development; Alaska Department of Revenue, Permanent Fund Dividend Division

Females graduated from high school at a rate nearly seven percentage points higher than males, 69.2 percent versus 62.5 percent, but the gap narrowed to three percentage points when GEDs were included as males were more likely to obtain a GED than females. (See Exhibit 3.)

Alaska Natives had the lowest graduation rate, 53.7 percent, while whites had the highest at 71.5 percent. Nearly 10 percent of the Native students earned their GED by 2009, though,

bringing their total graduation or GED rate to 63.1 percent.

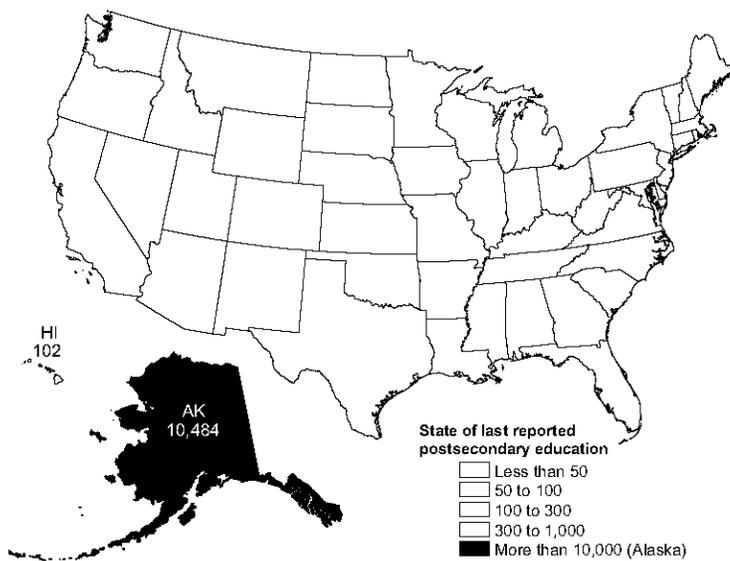
Graduation rates were highest in the Gulf Coast region of Alaska and lowest in the Interior region. Ten percent of the students from the Interior region earned their GEDs.

Postsecondary education

More than 40 percent of high school students in the 2004-2005 school year had some college by

4 Where Alaskans Go to College

U.S., November 2009



Sources: Alaska Department of Education and Early Development; Alaska Department of Labor and Workforce Development, Research and Analysis Section; National Student Clearinghouse

July 2009, and despite their young age, just over 1 percent, or 547 students, completed a degree or certificate program by then. Just over 62 percent of the students with some college were last reported as having attended a college in Alaska rather than outside the state.

Which students had the highest and lowest rates of postsecondary education? Women led men (46.3 percent versus 36.2 percent) and whites led Alaska Natives (48.3 percent versus 24.5 percent).

Natives had the lowest college participation rate of any of the racial groups – 24.5 percent of the students had some college through November 2009. Native women had a 10-percentage point advantage over Native men (29.4 percent versus 19.8 percent), mirroring the overall gender difference across all groups.

Native women still had a lower college participation rate than the 46.3 percent rate for all women.

The college participation rates were highest for students who last attended high schools in the Denali Borough, and Wrangell-Petersburg and Valdez-Cordova census areas.

Roughly 62 percent of the college participation was last reported in an in-state school. Out-of-state college students most recently attended colleges in the Western states, including Washington, Oregon, California and Arizona. (See Exhibit 4.) A longer-term follow-up of those students will allow us to determine how many return to Alaska to look for work.

Employment and earnings

Nearly two-thirds of the 2004-2005 high school students were employed in Alaska in 2009 and they earned \$361 million in wages.⁷ High school graduates had slightly higher average earnings than GED recipients (\$14,454 versus \$13,826). High school graduates earned about a third more than those who dropped out of school and didn't get a GED. (See Exhibit 5.)

High school graduates had a 10-percentage point advantage in employment rates in 2009 over those students who dropped out of school and didn't get more education. Dropouts, excluding those who ultimately received a GED, were employed at a 59.4 percent rate in 2009.

Students with some college were employed in Alaska at a higher rate than other students in 2009, but they earned less than the average for all former students. That may be due to less time on the job because of time spent in class and the increased likelihood of working and attending school out-of-state at least part of the year. Wage data from other states aren't included in the Alaska average earnings measure.

Women earned about 78 percent as much as males in 2009. And although Native employment rates were much higher than average at 70.2 percent, Natives had the lowest average wage and salary earnings of all demographic groups – \$11,289. Students from the Fairbanks and Mat-Su regions had the highest average earnings (\$14,911 and \$14,910, respectively).

⁷ Earnings and occupation data are derived from quarterly reports submitted by every employer subject to state unemployment insurance laws. Those who are not subject to unemployment insurance laws include self-employed workers, fishermen, federal workers and uniformed military, and elected and appointed officials. See the Methodology section for more detail.

Native women had a slight employment rate advantage over Native men (71.0 percent versus 69.5 percent), but Native men earned about \$800 more a year than Native women (\$11,696 versus \$10,882).

Fish harvesting provides a source of income for many young workers, but those data aren't included in Alaska wage and salary employment figures. A little more than 3 percent of the former students had a fishing crew license in 2009.

But for some areas, fishing is much more important than for other areas. For instance, about 42 percent of the Petersburg students had a fishing crew license.

Military activity is also not included in Alaska wage and salary data, but it is available from administrative records. Based on a match with national data, nearly 4 percent of students were in the military in 2009.

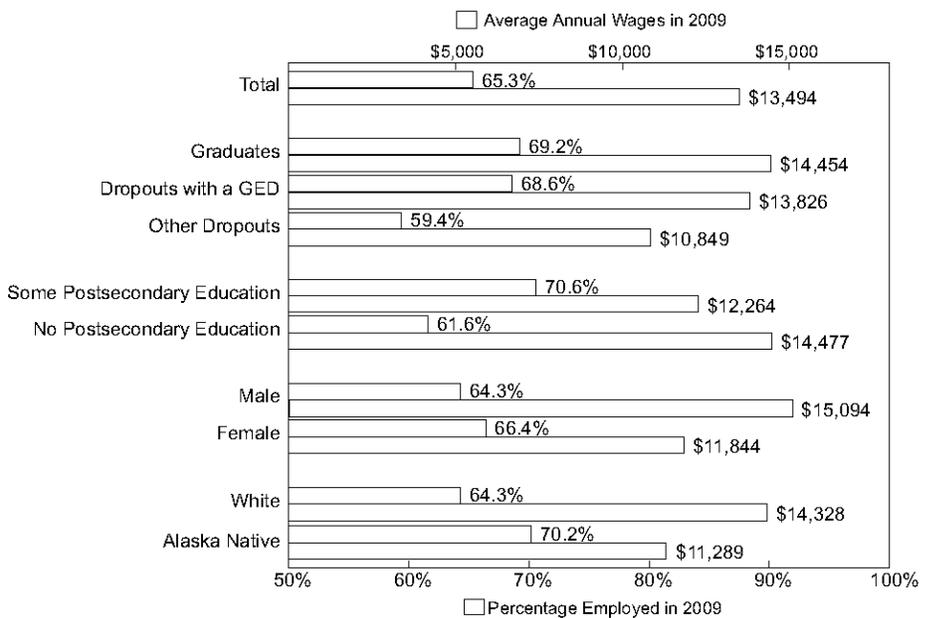
Men (5.9 percent) were more likely to join the military than women (1.3 percent) and students who dropped out and got a GED were more likely to be in the military than other former students. Natives were half as likely as other racial groups to join the military.

Occupation

Looking at the occupation of each worker, which employers provide to the Department of Labor each quarter,⁸ employed former high school students were most likely to work as retail sales workers, food and beverage workers, construction workers and administrative support workers in 2009, regardless of whether they were high school graduates or dropped out of school. Many of those jobs require limited education and work experience.

The young workers with the highest average earnings were employed in construction and oil-

The Percentage Employed in 2009¹ Grades nine to 12 in 2004-2005, Alaska



¹ Based on selected categories

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Dropout and graduation rates: percentages of students versus the rates

The percentage of students who graduate from high school or drop out of high school used in this report aren't directly comparable to the Alaska Department of Education and Early Development's official graduation and dropout rates.

The Department of Education uses a standard formula to calculate the graduation and dropout rates. Dropout rates are calculated as a one year event and are a ratio of dropouts to all students in grades seven through 12.

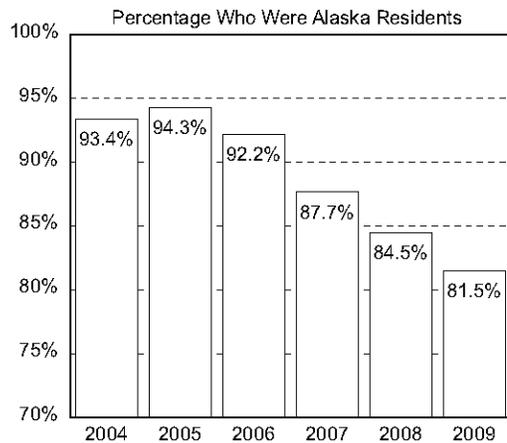
A student who ends a school year as a dropout is considered a dropout for the reference year regardless of whether he or she received a GED in a later year.

Because the dropout rates that the Department of Education calculates are based on one year's data and they include grades seven and eight – typically lower dropout years – those rates will be lower than the calculated rates in this report.

The Department of Education-calculated graduation rate takes into account total students from a reference year, continuing students and dropouts from that year, as well as dropouts from the three years prior to the reference year. For instance, the 2008 rate would be the total graduates for 2008 divided by (total graduates in 2008 + continuing students in 2008 + dropouts in 2008 + dropouts in 2007 + dropouts in 2006 + dropouts in 2005).

⁸ See footnote No. 7.

6 Alaska Residency by Year¹ Grades nine to 12 in 2004-2005



¹ According to applications for the Alaska Permanent Fund dividend
Sources: Alaska Department of Labor and Workforce Development, Research and Analysis Section; Alaska Department of Revenue, Alaska Permanent Fund Dividend Division

related occupations including heavy equipment operators, roustabouts, plumbers and electricians.

Over the longer term, it's important to track the career path and performance of the students. Most high paying jobs require postsecondary education or training that has a high school diploma or equivalent as a prerequisite. Although recent graduates and dropouts both have modest incomes and both qualify for lower skilled

jobs, over time, the graduates will have more opportunities and much higher incomes than dropouts.

Where are they now?

More than 81 percent of the students applied for an Alaska Permanent Fund dividend in 2009, showing that they lived in Alaska that year. (See Exhibit 6.) Given Alaska's historically high migration rates, the large percentage of the students who left Alaska isn't surprising.

Based on the most recent residence address in a combined 2008 and 2009 PFD file, about 70 percent of the students were living in the same borough or census area as they did when they were in high school. (See Exhibit 7.)

Although correspondence school locations don't necessarily indicate the residence of the student and muddy the data a bit, in general, students who went to high school in Anchorage and rural Alaska were much more likely to continue to live in those areas in 2009 than the rest of the state.

More specifically, the students who went to high school in the North Slope and Northwest Arctic boroughs, and the Nome, Wade Hampton and Bethel census areas were most

Methodology Notes

In addition to matching 2004-2005 student data with subsequent years of Alaska education data, the student file was matched with employment, wage and postsecondary education administrative databases including:

- Alaska GED recipient records from January 2002 through September 2009. Since many Alaska students receive GEDs, it's important to look at how students who get their GEDs compare with those who get high school diplomas.

The wage record information is from quarterly reports that every employer subject to state unemployment insurance laws submits to the Alaska

Department of Labor and Workforce Development. Wages, also called earnings, include each employee's wages, commissions, bonuses and other gratuities when paid in connection with the job. Those who aren't subject to unemployment insurance laws include self-employed workers, fishermen, uniformed military, and elected and appointed officials.

- National postsecondary education information for most schools in the country from the National Student Clearinghouse, a nonprofit agency that tracks student enrollment and degree verification. This data set includes continuing education student

records for July 2007 through September 2009 and identifies the state where students' postsecondary education took place, what their majors were and if they earned degrees.

- Federal military and civilian employment information for 2007 through 2009. Federal military and civilian employment data aren't included in Department of Labor wage records because the employment isn't covered by Alaska unemployment insurance.
- The 2009 Alaska Permanent Fund dividend applicant file to determine the students' Alaska residency and help show if they moved to another state.

Where the Students Were Living in 2009

Students who were in grades nine to 12 in the 2004-2005 school year, Alaska



Where the Students Went to School in the 2004-2005 School Year ¹	Number Who Lived in the Same Area as Their High School	Percentage Who Lived in the Same Area as Their High School	Number Who Lived Elsewhere in Alaska	Percentage Who Lived Elsewhere in Alaska	Number Who Lived Outside Alaska or Their Location was Unknown	Percentage Who Lived Outside Alaska or Their Location was Unknown	Total
Aleutians East Borough	45	63.4%	12	16.9%	14	19.7%	71
Aleutians West Census Area	83	55.3%	24	16.0%	43	28.7%	150
Anchorage Municipality	11,852	78.2%	731	4.8%	2,566	16.9%	15,149
Bethel Census Area	822	80.0%	153	14.9%	53	5.2%	1,028
Bristol Bay Borough	46	64.8%	14	19.7%	11	15.5%	71
Denali Borough	58	33.1%	91	52.0%	26	14.9%	175
Dillingham Census Area	299	82.6%	44	12.2%	19	5.2%	362
Fairbanks North Star Borough	3,656	65.6%	848	15.2%	1,072	19.2%	5,576
Haines Borough	80	74.1%	14	13.0%	14	13.0%	108
Juneau Borough	1,366	74.9%	133	7.3%	324	17.8%	1,823
Kenai Peninsula Borough	2,344	73.2%	348	10.9%	510	15.9%	3,202
Ketchikan Gateway Borough	591	70.4%	82	9.8%	167	19.9%	840
Kodiak Island Borough	544	61.6%	153	17.3%	186	21.1%	883
Lake and Peninsula Borough	104	72.7%	27	18.9%	12	8.4%	143
Mat-Su Borough	3,467	72.9%	595	12.5%	691	14.5%	4,753
Nome Census Area	595	81.8%	84	11.6%	48	6.6%	727
North Slope Borough	469	83.2%	62	11.0%	33	5.9%	564
Northwest Arctic Borough	432	79.3%	78	14.3%	35	6.4%	545
Prince of Wales-Outer Ketchikan Census Area	201	53.2%	106	28.0%	71	18.8%	378
Sitka Borough	331	43.9%	309	41.0%	114	15.1%	754
Skagway-Hoonah-Angoon Census Area	105	65.6%	39	24.4%	16	10.0%	160
Southeast Fairbanks Census Area	257	41.2%	260	41.7%	107	17.1%	624
Valdez-Cordova Census Area	416	63.3%	144	21.9%	97	14.8%	657
Wade Hampton Census Area	552	82.8%	94	14.1%	21	3.1%	667
Wrangell-Petersburg Census Area	277	73.1%	40	10.6%	62	16.4%	379
Yakutat Borough	25	50.0%	17	34.0%	8	16.0%	50
Yukon-Koyukuk Census Area	292	43.0%	313	46.1%	74	10.9%	679
Location n/a ²	0	0.0%	0	0.0%	460	100.0%	460
Total	29,309	71.5%	4,815	11.8%	6,854	16.7%	40,978

Note: "Area" in this exhibit refers to borough or census area.

¹ The boroughs and census areas are listed as they were in 2004-2005. Some of the boroughs and census areas have changed since then.

² The abbreviation "n/a" in this reference means the data aren't available because the school location wasn't coded correctly for the 460 students.

Sources: Alaska Department of Labor and Workforce Development, Research and Analysis Section; Alaska Department of Education and Early Development; Alaska Department of Revenue, Permanent Fund Dividend Division

likely to continue living in those areas in 2009. Economic and cultural factors likely influenced their decisions to stay.

In summary

Although it's too soon to tell which students in high school in the 2004-2005 school year will achieve the greatest long-term success, the early results are in. Just because students may have dropped out early in high school, it doesn't

mean they won't eventually graduate or obtain a GED.

Although more education and training generally means higher pay and a higher likelihood of employment in the long term, former students who pursued careers in construction or oil-related jobs earned the highest pay in 2009.

More definitive answers will come to light as we continue to track the students over time.

ACPE METHODOLOGY ✓CHECKLIST

- | | |
|----------------------|-----------------------------------|
| ANALYSIS PHASE | ✓ Project Scope |
| | ✓ Current Situation Analysis |
| | ✓ New Process Model |
| | ✓ High-Level Requirements |
| | ✓ Solutions Document |
| DESIGN PHASE | ✓ Detailed Requirements |
| | ✓ Business Specifications |
| | ✓ Technical Specifications |
| | ✓ Test Plan |
| | ✓ Training Plan |
| | ✓ Implementation Plan |
| CONSTRUCTION PHASE | ✓ Coding |
| | ✓ Unit Test |
| | ✓ Test Plan (Finalized) |
| TESTING PHASE | ✓ User Acceptance Testing |
| | ✓ Training and User Documentation |
| | ✓ Ready for Production |
| IMPLEMENTATION PHASE | ✓ Move to Production |
| PROJECT WRAP-UP | ✓ Direct Survey |
| | ✓ Outstanding Issues Handoff |
| | ✓ Summary Document |

APPENDIX C: RESUMES

Alphabetical Order:

Kenneth Dodson
Gwendolyn Gruenig
Robert Kreiger
Erik McCormick
Jamie Oliphant
Brian Rae
Jim Weidemaier
Jeff Wockenfuss
Joe Wolner

KENNETH DODSON

(b)(6)

SUMMARY OF SKILLS:

- 20+ years of senior IT leadership experience.
- Extensive experience in program and project management and IT management
- Supervisory and leadership skills.
- Design and develop business intelligence reporting systems and related protocols.
- Strong technical and applied research skills. Excellent Understanding of business and IT strategy.
- Ability to work effectively under pressure and with constantly changing priorities and deadlines.
- Knowledge and ability to ensure compliance with FERPA throughout systems, programs, policies, and procedures.
- Knowledge of advanced principles and platforms of complex computer operations and networks.
- Budget preparation and administration of multimillion dollar IT projects.

EXPERIENCE:

1994 – Present Alaska Commission on Postsecondary Education

Director of Information Support Services

- Administer the operation of the Information Support Services division for the state's higher education agency.
- Developed and implemented the agency's Higher Education Loan Management System (HELMS) mainframe, which services the agency's \$560 million loan portfolio, and responsible for its ongoing performance and maintenance.
- Responsible for the development and support of the agency's electronic service products.
- Manage IT and capital projects with an annual budget in excess of \$6 million.
- Manage business analysis unit to oversee servicing system conversion and subsequent development, integration testing, and deployment of online financial aid processing system.
- Configure and maintain agency's operating systems, hardware, and software.
- Agency's senior manager responsible for system security.
- Identify opportunities for improving agency's information systems, methods, and procedures; identify and develop improvements to existing computer systems, applications and hardware; monitor the status, performance, and quality of ongoing and in-progress projects, systems, and services.

- Develop annual goals and provide long-term planning for the agency's information management and business intelligence systems.
- Attend and participate in training meetings, staff meetings, and related activities; attend workshops, conferences, and seminars to increase professional knowledge.
- Develop, implement, and monitor information systems' policies and controls to ensure data accuracy, security, and legal and regulatory compliance.
- Develop and deploy Process Analysis System to make project management and efficiency analyses key components of the agency's culture.
- Responsible for oversight of all information requests for the unit, as well as maintenance of the information published on the agency's Internet and Intranet sites.
- Lead programming and analysis team to develop and implement automated processes wherever possible, which to date has resulted in six new financial aid programs totaling over \$40 million in annual disbursements without an increase in staff or the agency's operating budget.
- Oversee project managers; monitor contractors' work; compile and communicate ISS division's quarterly report to Commission.
- Oversee office space and equipment needs.
- Past-president and current member of HELMS User Group, a consortium of education loan lenders and servicers.

1990 – 1994 UNIPAC Service Corporation (Denver, CO)

Information Services Supervisor

- Maintained availability of system, including enhancements and system upgrade installations, system support, testing, debugging, and installation of business application programs.
- Developed and implemented a full system integration test environment to coordinate and test all enhancements to the Student Loan Servicing System prior to moving to production.
- Supervised the team responsible for all compliance required enhancements to the system.
- Leadership role in development of new functionalities.

1988 – 1990 UNIPAC Service Corporation (Denver, CO)

Programmer

- Conceived, designed, and tested logical structures to improve company-specific needs.

EDUCATION:

1988 Computer Information Systems Certificate, Tukumcari Area Vocational School

GWENDOLYN GRUENIG

(b)(6)

SUMMARY OF SKILLS:

- Information visualization
- Complex system analysis, design, and change management
- Research project and data warehouse management
- Outcomes planning, and assessment of return on investment
- Operational, policy and institutional research relevant to Alaska higher education

EXPERIENCE:

2003 – Present University of Alaska System of Higher Education

Associate Vice President for Institutional Research and Analysis

- Oversee a wide range of functional responsibilities for the UA system, including: institutional, operational, and policy research and analysis;
- Enterprise-wide decision-support data and reporting;
- Setting common reporting standards;
- University survey assessments;
- External compliance reporting to federal, state government, and private entities;
- Performance outcomes and accountability assessment;
- Promoted from Manager to Director in 2003, and to Associate Vice President in 2008.

2003 - 2008 University of Alaska System of Higher Education

Research Analyst

- Design and conduct independent research in higher education; data extraction and analysis; principal investigator of system wide employee and student surveys.

2000 – 2006 Alaska Research and Data Management

President and Primary Consultant

- Provide statistical consulting services to faculty researchers, private business, and local government and non-profit entities.
- Specialization in survey design and execution of all types, and analysis for social science fields, data manipulation and warehousing, and research project management.

2001 – 2002 University of Alaska Fairbanks

Adjunct Faculty, Department of Mathematical Sciences

- Taught large undergraduate course sections in introductory statistics.

EDUCATION:

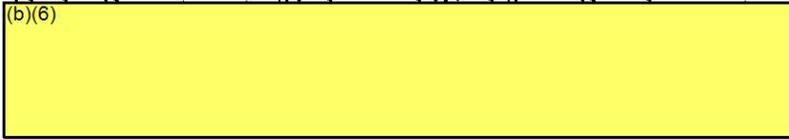
Post-graduate work in Higher Education Administration, University of Nebraska - Lincoln

2000 Master of Science, Statistics, University of Alaska - Fairbanks

Masters Project - Planning Analysis and Institutional Research, entitled "Analyzing Post-secondary Freshman Retention as a Function of Economic, Demographic, and Academic Variables"

1998 Bachelor of Science, Psychology, with Honors, University of Alaska - Fairbanks

ROBERT E. KREIGER



SUMMARY OF SKILLS:

- Ten years experience performing economic and market research
- Proven record of performance through meeting deadlines and producing quality deliverables
- Expert in all Microsoft Office applications, SPSS, Harvard Graphics, Internet, and emailing
- Manage, plan and oversee economic and market research projects
- Demonstrated research, analytical, and communication skills

EXPERIENCE:

2010 – Present Alaska Department of Labor

Economist IV

- State programs supervisor - manage the work of 13 professional and technical staff
- Projects under management include recurring and original research projects related to program performance tracking, Alaska’s housing market, Unemployment insurance claimant data, fish harvesting employment, wage record research, and special research projects
- Manage Research and Analysis Publications unit which includes monthly publication of Alaska Economic Trends magazine
- Manage program budget approaching \$2 million
- Involved in all levels of human resource activities including evaluations, disciplinary actions, and recruitment/retention
- Act for Chief of Research and Analysis when absent

2008 – 2010 Alaska Department of Labor

Economist III

- Manage the daily operation of a large database which houses Alaskan wage, occupation, and place of work information for all employees covered under unemployment insurance.
- Oversee research projects related to Alaska’s housing market
- Supervise five professional and technical staff within the ODB and Housing Market Research units
- Annually produce high profile report on the status of Nonresident Workers in Alaska
- Author narrative explanations of research findings for publication in the Alaska Housing Market Indicators Publication and Alaska Economic Trends magazine
- Respond to information requests from the public, the press, and the Alaska Legislature

2007 – 2008 Alaska Department of Labor

Assistant State Investment Officer

- Track calls for capital and distributions of funds from private equity and absolute return fund managers
- Draft and submit wire transfers to custodian bank on a daily basis
- Assist with development of Annual Private Equity Strategic plan by providing narrative, tables, and graphs of private equity fund performance
- Produce monthly reports on private equity and absolute return fund cash flows for management

2004 – 2007 Alaska Department of Labor

Research Analyst III

- Manage research projects related to housing and real estate under a contract with the Alaska Housing Finance Corporation.
- Routinely conduct complex analysis of Alaskan wage records and labor markets
- Manage the daily operation of a large database which houses Alaskan wage, occupation, and place of work information for all employees covered under unemployment insurance.
- Coordinate and monitor work of external vendors on outsourced elements of research projects
- Author narrative explanations of research findings for publication in the Alaska Housing Market Indicators Publication and Alaska Economic Trends magazine
- Communicate complex economic and labor market information effectively both orally and in writing
- Respond to information requests from the public, the press, and the Alaska Legislature

2003 – 2004 Alaska Department of Labor

Labor Economist II

- Performed housing market research through surveys measuring the rental housing market, mortgage lending activity, and building permit activity.
- Performed quarterly analysis of Alaska Housing Finance Corporation's residential loan portfolio
- Designed survey instruments and data collection forms
- Selected survey samples and coordinated mailing of materials
- Used SPSS to match, aggregate, and manipulate wage records for analysis of quarterly Alaskan hiring activity reports
- Produced narrative explanations of research findings
- Compiled indices and indicators for economic analysis

2001 – 2003 Alaska Department of Labor

Labor Economist I

- Worked with lead economists on research projects related to the Alaskan housing market and labor market information
- Assisted with the design of surveys and research projects
- Generated leads for surveys and maintained accurate and current contact lists
- Developed and maintained MS Access databases of survey data
- Used SPSS for producing reports
- Assisted with preparation of publishing research findings
- Performed quality control on large datasets

EDUCATION:

2001 Bachelor of Business Administration (B.B.A.), Management Emphasis - University of Alaska - Southeast

ERIK A. MCCORMICK

(b)(6)

SUMMARY OF SKILLS:

- Wide-ranging experience in program and project management, including the development and maintenance of information systems, high-stakes student assessment and data management.
- Extensive management and supervisory experience, including staff development and training.
- Information Security Officer for agency.
- Development of reporting systems and reporting protocols.
- Designed statewide accountability data system validation rules.
- Coordinated with legislative auditors for federal programs.
- Strong technical and applied research skills.
- Knowledge of FERPA and ability to apply law to data systems.
- Excellent interpersonal skills with the ability to relate well with clientele, staff, and management.
- Proficient in MS Office Suite, MS SQL Server 6.5 & 7.0, and SPSS 11.5.

EXPERIENCE:

**2008 – Present Alaska Department of Education and Early Development
*Director of Assessment, Accountability and Information Management***

- Responsible for the comprehensive statewide system of assessment, and the development and implementation of the state's accountability and assessment plans for No Child Left Behind (NCLB). Responsible for the overall supervision of the Department's Assessment and Accountability Office. This position also involves standing reports and presentations to the Alaska State Board of Education & Early Development, numerous presentations and public speaking engagements at the state and national level, presentations for school district personnel, state legislative committees and interviews with members of the media. The role involves significant interaction with the IT section of the department to ensure data is collected, stored, and appropriately reported to the state and federal government, as well as to the public. Responsibilities include development of RFPs related to assessments; contract negotiations with assessment vendors; ensuring assessments meet the requirements of state and federal statute, and gain approval from the U.S. Department of Education of assessment systems, including changes to the system, through a rigorous evidence-based peer approval process.

2002 – 2008 Alaska Department of Education and Early Development
Research Analyst IV (Data Management Supervisor)

- Responsible for planning and oversight of all data-related activities, including, but not limited to: unit work plan, maintenance; security and reporting of aggregate and disaggregate assessment results; federal programs data; Common Core Data (CCD), including classified, certified, and paraprofessional staff accounting, high school graduates, and dropouts; and education directory information and rolodex database. Responsible for the implementation of the NCLB reporting provisions. Served as the state Report Card Coordinator, PBDMI/EDEN Coordinator, OASIS project manager, Alaska CCD Non-Fiscal Coordinator; Alaska Student Identification System (ASIS) Coordinator, state At-Risk Coordinator, and as the Chair of the statewide Data Management Committee. Served on the National Race/Ethnicity Data Task Force. Responsible for oversight of all information requests for the unit, as well as maintenance of the unit's information published on the Department's Internet site. Determined district and school AYP levels and district or school improvement designations.

1999 – 2002 Alaska Department of Education and Early Development
Research Analyst III

- Served as the lead Assessment Analyst at the Department during the transition to a "high-stakes" assessment and accountability system. Responsible for production of all statewide, district-level, school-level and student-level data for distribution. Designed and created all assessment databases for the Statewide Assessment System. Coordinated with testing vendor to obtain raw assessment data files. Monitored and trained district personnel to ensure the protection of individual student confidentiality under FERPA. Designed and distributed a student reporting template for all of the initial spring 2000 individual exam results reports throughout the state. Served as the Federal Programs Data Manager. Responsible for maintaining and submitting all four Special education data collections as required by OSEP, Part B, under the authorization of IDEA. Conducted annual training sessions for Special Education directors at their conference. Responsible for collecting, maintaining, and reporting all secondary student data required under the Carl Perkins legislation for vocational education programs. Served as a liaison between the University of Alaska and the Alaska Department of Labor and Workforce Development to share data and develop longitudinal data studies. Served as Online Alaska School Information System (OASIS) Project Manager and as the State Report Card Coordinator.

1998 – 1999 Alaska Department of Education and Early Development
Research Analyst II

- Responsible for the statistical analyses of student achievement data resulting from the multiple assessments included in the Alaska Student Assessment System. Analyses and reporting of norm-referenced data (California achievement Test, version 5). Developed a data system for the Alaska Writing Assessment. Served as a regular member of the

- OASIS project development team, including designated activities related to the multi-year plan to design, pilot and implement OASIS SQL databases and electronic data transfer systems. Assisted in development of the reporting cycles and annual work plan for the Office of Standards, Assessment and school Information.

1997 – 1998 Alaska Department of Education and Early Development
School Finance Specialist (Interim position)

- Analyzed student data school district funding data, ensuring state regulations and requirements were being followed. Determined district allocations and made recommendations for approval and distribution of funds. Prepared budget documents to detail formula calculations, audited school financial records to analyze funding requirements and ensure compliance with program requirements. Wrote, negotiated, and administered specialized contracts and reimbursable service agreements for school services.

1995 – 1997 Alaska Department of Education and Early Development
Statistical Technician II

- Collected, compiled, and reported education statistics related to federal programs: Chapter 1/Disadvantaged, Migrant, Special Education and Vocational education. Designed reporting forms and identified student-level data needs. Provided technical assistance to school district personnel. Provided general statistical support to the entire Department.

EDUCATION:

1994 Bachelor of Arts, Economics, University of Arizona
1991 Associate of Arts, Liberal Arts, Lassen College

JAMIE OLIPHANT

(b)(6)

SUMMARY OF SKILLS:

- 7 years of analysis and project management experience.
- 3 years of product marketing and customer service experience.
- Skilled in project management, including all phases of business analysis, scope, business design, construction, test plans and testing, and implementation and follow-up.
- Excellent analytical skills.
- Act as liaison among business stakeholders to understand problems and opportunities, and recommend solutions that enable the agency to achieve its goals.
- Outstanding communications skills working directly with end-users while gathering details of requirements.
- Able to communicate with both the project team and stakeholders on all levels.
- Expertise in system design and development required for business process.
- Comprehensive knowledge base of student loan servicing, grants, scholarships, Alaska Administrative Code and Alaska Statutes relative to agency programs, and institutional authorization.
- Expertise in project management, design, development, and implementation utilizing Microsoft Visio, SharePoint, and Adobe Acrobat.
- Knowledgeable with multidimensional models with on-line analytical processing, OLAP cubes utilizing business intelligence tools of Crystal Analysis, and XLCubed.

RELEVANT EXPERIENCE:

2004 – Present Alaska Commission on Postsecondary Education

Business Analyst

- Gather information to define scope, project plan, work breakdown structure, testing, and implementation of online user-based student loan application portal utilizing DotNetNuke platform.
- Part of a three person process analysis management team to improve organization performance to incorporate regulatory compliance practices and re-engineer processes.
- Interview key staff and analyze current processes to identify efficiencies and inefficiencies.
- Make recommendations to enhance and/or update data processing programs to improve accuracy and efficiency.
- Managed design, development, and maintenance of agency-wide imaging system and documentation repository, including creating workflow process for staff working incoming correspondence.
- Document and form training materials to be used for end-user training sessions.

- Create detailed user acceptance testing and quality assurance test plans, test scenarios, manage system testing, and preserve testing documentation.
 - Create day-to-day reports to be used by end users, supervisors, and senior staff.
 - Perform analysis to identify business needs and develop a business case for solutions.
 - Prepare functional requirements and project launch documents.
 - Test and maintain Higher Education Loan Management System (HELMS), a mainframe application that services state's postsecondary institution loan portfolio.
-

EDUCATION:

2003 Bachelor of Arts, Management and Marketing, Eastern Washington University, Cheney Washington

— **BRIAN RAE**

(b)(6)

SUMMARY OF SKILLS:

- Program management
- Research project design
- Data collection, compilation, and analysis
- Research outcomes reporting based on confidential information
- Operations and supply chain management
- Strategic planning

EXPERIENCE:

2001 – Present Alaska Commission on Postsecondary Education

Assistant Director for Research & Analysis

Charged with creating a research and analysis unit within the Alaska Commission on Postsecondary Education, allowing for more data-driven decision making and better use of currently available data in formulating educational policy and outcomes analysis.

- Collect, analyze, and report on current educational programs using internal and external data sources. Provide quantifiable measures of student achievement and outcomes.
- Recommend additional data sources and elements for inclusion in both ongoing and new educational programs, incorporating these elements in newly created scholarship and grant management applications.

1985 – 1991, 1995 – 1998, 2006 – 2010 Alaska Department of Labor & Workforce Development, Research & Analysis Section

Economist

Managed several programs administered by the U.S. Bureau of Labor Statistics, with a focus on data collection protocols, confidentiality, quality control, estimation creation methodologies and analyses, and validation of disseminated data. The programs produced a variety of estimates and projections, including:

- Employment, hours worked and hourly wage estimates by industry at both the statewide and regional levels for the Current Employment Survey. Presented information leading to a methodological change by the Bureau in the calculation of hours and earnings data, one of the nation's leading economic indicators.
- Industry and occupational employment projections for both the short-term (two year) and long-term (ten year) periods for the Employment Projections Program.
- Fatality reporting and rates by industry and occupation, including capturing detailed data on each incident and causal events, for workplace accidents for the Census of Fatal Occupational Injuries Program.

Managed Alaska's Occupational Database program, capturing the Standardized Occupational Code for approximately 95 percent of all workers in the state covered under the state's unemployment insurance program. Reported on employment patterns in Alaska by workers' occupations, a unique capability in any state at that time, and currently available to fewer than five states nationally.

- Through the use of various state administrative records, most importantly Alaska's Permanent Fund Dividend program, identified occupations employing the largest share of nonresident workers, allowing the state to focus resources to better prepare Alaskans for in-demand occupational opportunities.

Served as Alaska's State Census Data Coordinator, and acted as liaison to the U.S. Census Bureau.

- Coordinated 11 regional affiliate agencies which disseminated Census and labor market information throughout the state.
- Assisted in collecting and determining census boundaries in preparation of the enumeration.
- Conducted grant writing workshops, demonstrating the appropriate uses of U.S. Census' and other validated sources' data to substantiate requests for assistance and consideration.

2004 – 2006 Visage Solutions, LLC

Senior Management Consultant

- Provided IT operational analysis, design and auditing consultancy to meet the requirements of the Sarbanes-Oxley legislation. Clientele included five Fortune 500 companies.
- Identified material weaknesses and deficiencies in processes and operations, and offered corrective actions to minimize these risks.
- Acted as liaison between external Sarbanes-Oxley technical auditors and client companies.

2002 – 2003 Solectron, Inc. and Ryder Logistics, Inc.

Contract ERP Consultant

- Worked with dedicated manufacturing client to correct transaction processing practices affecting accounts receivable with the sole purchaser of their product, Nortel Networks. Identified errors in the billing system and fundamental process inadequacies, and trained system users in proper procedures.
- Worked with Nortel Networks' distributor to optimize delivery scheduling and minimize late deliveries (and associated penalties) to Nortel Networks' customers.

1998 – 2002 HSO Business Solutions, Inc.

Senior ERP Consultant

- Reviewed business objectives and processes, suggested and formulated changes where

- appropriate, and managed the implementation of the ERP application into the clients' business model.
- Specialized in the manufacturing and distribution areas, with particular emphasis in Supply Chain Solutions, MPS, MRP, and business process redesign.
- Installed and optimized inventory location and lot control systems, DRP within multisite organizational structures, and assisted in training staff in operation of new system.

EDUCATION:

1993 MBA in Operations Management & Corporate Strategy, University of Michigan
 1983 Bachelor of Arts in Economics, University of Virginia

CERTIFICATIONS:

2003 Six-Sigma Green Belt certificate, North Carolina State University
 1998 C++ and Object Oriented Programming certificate, George Washington University

RECENT PUBLICATIONS AND PRESENTATIONS:

- Special report, "An Analysis of the AlaskAdvantage Education Grant Program," published February 4, 2011.
- Special report, "Determining Areas in Which to Focus Educational Research: Results of ACPE's 2010 Research Survey," published November 18, 2010.
- Presentation to Alaska's Higher Education and Career Readiness committee, "The Differences Between Data and Information: The Need For A Statewide Longitudinal Data System in Alaska," November 4, 2010.
- Chaired SB-221 Alaska Performance Scholarship Outcomes Reporting subcommittee meetings, Fall 2010.
- Convened multi-agency SLDS development meeting in Boulder, Colorado to formulate plans to continue SLDS project without ARRA financing.
- Presentations to 2008 annual meeting of the National Association of State Workforce Agencies, Charleston, South Carolina, and 2009 Career Information Systems Operators Council, Portland, Oregon on "Alaska's Career Ladder: Using Quarterly Wage Data and O*Net to Map Career Paths."
- Alaska Economic Trends magazine article, "Building the Next Pipeline: Assessing and Training the Gas Line Work Force," May 2009.
- Alaska Economic Trends magazine article, "Alaska's 10-Year Occupational Forecast: A Look At Industries and Occupations, 2006-2016," January 2009.

JIM WEIDEMAIER

(b)(6)

SUMMARY OF SKILLS:

- 21 years of analysis experience; 17 years of project management experience; 26 years of programming experience
- Skilled at each phase of the System Development Life Cycle including, analysis, design, construction, testing, deployment, and follow-up
- Ability to plan, organize, and manage projects to achieve defined goals
- Proficient at eliciting, analyzing and validating business and technical requirements.
- Familiar with data modeling concepts to create consistent and predictable data designs
- Ability to create and document technical designs and write code based on a conceptual description of the business logic
- Knowledge of good programming practices to create efficient, secure, and maintainable code
- Skilled at creating and executing test plans to ensure data integrity and system availability
- Propensity toward planning to ensure smooth implementation of projects into the production environment
- Good oral and written communication skills

EXPERIENCE:

1994 – Present Alaska Commission on Postsecondary Education

Programmer/Analyst V -- Deputy Director of Information Support Services

- Lead programmer on projects to maintain and enhance agency's processing system; programmer on peripheral projects utilizing different platforms, languages, and data storage mediums to augment the main system.
- Assess the Commission's needs for information through technical systems analysis.
- Provide technical support to agency users; evaluate user requests for new or modified programs.
- Monitor the status, performance, and quality of ongoing and in-progress projects.
- Help implement and support continued use of a project development methodology at the agency.
- Work with third parties to set-up automated FTP processes to ensure data is sent in an efficient and secure manner.
- Responsible for creating and administering a test environment to perform module and system level testing.
- Attend and participate in training meetings, staff meetings, and related activities; attend workshops, conferences, and seminars to increase professional knowledge.

-
- Document, implement and monitor standards to ensure quality, security, data integrity, and regulatory compliance are maintained in the programming environment.
- Information systems representative on the business continuance planning project.
- Debug and resolve any code or data related problems.
- Led major conversion of the agency's primary processing system to newer, more modern system.

1987 – 1994 UNIPAC Service Corporation (Denver, CO)

Programmer/Analyst

- Led project to develop and implement a project management methodology at company.
- Resource on Unistar project, a rewrite of the student loan processing system.
- Developed definitions and standards for the quality assurance and system testing environment.
- Participated on the quality assurance team and new hire interview process.
- Acted as a lead programmer and as a programmer on projects to enhance the UNIPAC processing system.

EDUCATION:

1985 Bachelor of Science, Business Information Systems - University of Colorado at Colorado Springs

Recent Coursework - SANS Secure Coding in .NET: Developing Defensible Applications

JEFF WOCKENFUSS

(b)(6)

SUMMARY OF SKILLS:

- 22 years of analysis experience; 17 years of project management experience.
- Knowledge of advanced principles and techniques of complex computer operations, platforms, and networks.
- Experience with data flow analysis; ability to determine appropriate enhancements and reorganizations of information systems.
- Extensive knowledge of programming techniques that allow for the planning, development, and testing of computer system upgrades.
- Ability to convert project specifications into sequence of detailed instructions and create logical steps for coding applicable computer language by applying knowledge of computer programming techniques and computer languages.
- High degree of technical expertise, including ability to work with multiple platforms and complex conversions or new development projects.
- Debugging capabilities, recreating steps taken by user to locate source of problem and rewriting program to correct error(s).
- Ability to create and document conceptual design and write code based on a conceptual description of the business logic.
- Application programming.
- Ability to coordinate development or changes to database architecture and data dictionary.
- Specialized experience in VSAM databases; SQL Server databases; JAVA programming; XML; COBOL; CICS; and XML Schema development. Internet related technologies such as ASP.Net and HTML.

EXPERIENCE:

1995 – Present Alaska Commission on Postsecondary Education

Programmer/Analyst V

- Through technical systems analysis, assess the information needs of the Commission.
- Plan implementation strategy, evaluate information systems, tools, and data feed facilities.
- Provide technical support to agency users; evaluate user request for new or modified program(s).
- Analyze, review, and revise program(s) to increase operating efficiency or adapt to new requirement(s).
- Configure and maintain agency's operating systems, hardware, and software.

- Identify opportunities for improving information systems, methods and procedures; review with senior management team; recommend and develop improvements to existing computer systems, applications and hardware; monitor the status, performance and quality of ongoing and in-progress projects, systems, and services.
- Attend and participate in training meetings, staff meetings, and related activities; attend workshops, conferences, and seminars to increase professional knowledge.
- Develop, implement, and monitor Information Systems policies and controls to ensure data accuracy, security, and regulatory compliance,
- Resolve programming problems and determine appropriate solutions.

1992 – 1995 UNIPAC Service Corporation (Denver, CO)

Applications Programmer

- Maintained availability of system, including enhancements and system upgrades installation, system support, testing, debugging, and installation of business application programs. Developed an Automated Clearing House Electronic payments application for students making payments over the ACH system. Received certification as an Accredited ACH Professional (AAP).

1989 – 1992 Electronic Data Systems (Dallas, TX)

Systems Programmer

- Completed Systems Engineering Development Program.
- Supported Bank One General Ledger system.

1987 – 1989 Lear Siegler Inc (Barbers Point, HI)

Helicopter Airframe Mechanic

- Worked as an airframe mechanic on a government contract to rebuild the Army's Chinook helicopter fleet stationed at Barber's Point Hawaii.
- Used CAD/CAM software to document repairs.

1983 – 1987 US Army (Schofield Barracks, HI)

Helicopter Airframe Mechanic

- Served as a squad leader and lead mechanic in a shop of 20 mechanics.
- Responsible for assigning projects, quality control, and updating maintenance records.
- Completed Bachelor's degree in Computer Science while serving full-time.

EDUCATION:

1987 Bachelor of Arts, Computer Science, Chaminade University, Honolulu HI

RECENT COURSEWORK:

- 2005 – Visual Basic.NET, University of Alaska, Anchorage.
- 2006 – Programming Concepts, University of Alaska, Anchorage.
- 2009 – Object-Oriented Programming in .NET, University of Alaska, Anchorage.
- 2009 – WEB Development in .NET, University of Alaska, Anchorage

JOSEPH WOLNER

(b)(6)

SUMMARY OF SKILLS:

- 21 years of analysis/design experience; 25 years of programming experience.
- 16 years of Internet development experience.
- Skilled at each phase of the System Development Life Cycle, including analysis, design, construction, testing, deployment, and follow-up.
- Ability to plan, organize, and manage projects to achieve defined goals.
- Good analytical skills to determine actionable, measurable, testable, complete, and clear requirements.
- Understanding of data modeling concepts to create consistent and predictable data designs.
- Ability to create and document technical designs and write code based on a conceptual description of the business logic.
- In-depth knowledge of good programming practices to create efficient, secure, and maintainable code.
- Skilled at creating and executing test plans to ensure data integrity and system availability.
- Propensity toward planning to ensure smooth implementation of projects into the production environment.
- Excellent verbal and written communication skills.

EXPERIENCE:

1995 – Present Alaska Commission on Postsecondary Education

Programmer/Analyst V

- Lead programmer in the development of the agency's Loan Origination system interface with the agency's Loan Management system, requiring analysis, design, and implementation of the loan origination process.
- Responsible for agency's database, application, and web servers.
- Develop methods and programming for integration of mainframe data into web pages.
- Developed an agency projects tracking system.
- Manage several database servers and support the underlying data.
- Lead programmer on projects to maintain and enhance agency's processing system; programmer on peripheral projects utilizing different platforms, languages, and data storage mediums to augment the main system.
- Assess and analyze technical systems to meet information requirements of the agency.
- Provide technical support to agency users; evaluate user requests for new or modified programs.

- Monitor the status, performance, and quality of ongoing and in-progress projects.
- Assisted in the implementation of a project development methodology for the agency, and provide ongoing support of its use.
- Work with third parties to set-up automated processes to ensure data is sent in an efficient and secure manner.
- Responsible for setting up and administering a test environment for module and system level testing.
- Attend and participate in training meetings, staff meetings, and related activities; attend workshops, conferences, and seminars for ongoing professional training and growth.
- Document, implement, and monitor standards to ensure, quality, security, integrity, and regulatory compliance of data are maintained in the programming environment.
- Information systems representative on the business continuance planning project.
- Debug and resolve any code or data related problems.
- Leading role in major conversion of the agency's primary processing system to newer, more modern system.

1995 Integrate System Solutions Corp. – A subsidiary of IBM (Denver, CO)
Application Integrator - Public Service Company of Colorado

- Analyzed, designed, and programmed business processes for a new Commercial and Industrial Billing System.
- As a member of the Technical Team, provided support for 60 programmers to resolve software and hardware problems.
- Identified manual processes and designed automated methods to replace them.
- Designed and supported a system to produce test data for the Customer Information System.

1993 – 1995 Public Service Company of Colorado (Denver, CO)
Senior Programmer

- Successfully implemented the Customer Information System consisting of 4,000+ modules accessing over 200 database tables.
- Analyzed, designed, and programmed major business features of the company's billing system.
- Designed and programmed the utility's Rate Information System, which defined the billing rates as set by the Public Utilities Commission.
- Identified improvements to programming performance which resulted in shortening the batch run by two hours.

1990 – 1993 AGS Information Services, Inc. (Denver, CO)
Consultant - Public Service Company of Colorado

- Designed and programmed on-line and batch processes related to the Public Utility Billing System, producing 1.5 million statements per month.
- Created complex queries to report the contents of databases to meet customers'

- requirements.
- Developed programs to modify and copy DB2 database tables.
- Discovered design flaws, and developed and implemented solutions project wide to improve customer service.

1988 – 1990 UNIPAC Service Corporation (Denver, CO)

Programmer/Analyst

- Designed and programmed on-line and batch processes related to Student Loan Origination, government regulations, and customer auditing.
- Developed a system to convert client originations files to the UNIPAC system.
- Participated on the on-call team that reduced nightly programming bugs.
- Developed mainframe disk tracking system to flag potential problems.
- Taught a course in file performance, design, and fine-tuning for efficiencies.

EDUCATION:

1995 Master of Science, Computer Information Systems, University of Denver

1987 Bachelor of Science, Computer Information Systems, Ferris State University

RECENT COURSEWORK

- SANS Secure Coding in .NET: Developing Defensible Applications
- SANS Web App Penetration Testing and Ethical Hacking
- SANS Defending Web Applications Security Essentials
- SANS Web Application Security Workshop

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Budget Narrative

Through the combined effort and commitment of its leadership at the Department of Education and Early Development (DEED), Department of Labor and Workforce Development (DOLWD), Alaska Commission on Postsecondary Education (ACPE), and the University of Alaska (UA), Alaska has created a solid foundation for the development of a SLDS. Through Federal funding to support six project deliverables, Alaska’s SLDS vision will become a reality. With a project total of (b)(4) Alaska is requesting \$4,000,000 in grant funds over three project years and will contribute (b)(4) in kind in order to achieve this goal, as described in the associated project narrative. The following project information, budget descriptions and justifications correspond to the Federal and non-Federal project costs by project year that are provided in form ED 425 – Section C.

Justification for the six deliverables of the SLDS project is provided separately; however, there is some dependency among the phases. For example, planning and preparation must occur for the project to begin, the infrastructure has to exist in order for the system to be built, and the system has to be built in order for training to occur. Alaska has identified sustainability funding through the Alaska Student Loan Corporation (ASLC) to ensure the SLDS will support post-grant research and policy decisions and provide information to Alaskans long into the future.

Alaska SLDS Budget							
Deliverable	Year 1		Year 2		Year 3		3-Year Total
	Federal	In Kind	Federal	In Kind	Federal	In Kind	
1 Planning	737,415	(b)(4)	-	(b)(4)	-	(b)(4)	(b)(4)
2 Infrastructure	568,614		-		-		
3 Development	-		1,577,504		-		
4 Reporting	-		-		809,700		
5 Training	-		-		297,730		
6 Sustainability	-		-		9,037		
Total \$	1,306,029		1,577,504		1,116,467		

General Information

Alaska’s SLDS project will be completed using a combination of State of Alaska employees and contract positions. Project staff members will be utilized to support multiple project deliverables over the three-year grant period. The costs for these staff positions, which include personnel and contractual costs, are divided among the relevant deliverables. A separate budget narrative has been provided for each project deliverable. To avoid repetition, general information and items that are applicable to all the deliverables are addressed below by budget category.

Personnel

The budget for personnel costs is based on the current salary for State of Alaska employees who will be assigned to the project.

Fringe Benefits

All personnel costs include associated fringe benefit costs. The following table contains State of Alaska current fringe benefit rates and costs used for budgeting purposes. Although University of Alaska (UA) personnel and staff from each of the partner agencies are State of Alaska employees, they may have slightly different benefit rates and costs. For purposes of SLDS budgeting, State of Alaska standard benefit rates and costs were used for all personnel fringe benefits.

Alaska Fringe Benefits	
Benefit Category	Rate/Amount*
Retirement Contributions (State and Supplemental Benefits)	28.13%
Medicare	1.45%
Workers Compensation	0.82%
Terminal Leave/ Leave Cash-In	2.88%
Unemployment Insurance	0.48%
Health Insurance	\$1,250/month

** Rates are as a percentage of salary; amounts are pro-rated as a percentage of full-time equivalent (FTE).*

Travel

Unless otherwise controlled by Federal grant requirements, Alaska’s SLDS project travel-related expenses will be subject to State of Alaska travel regulations.

Equipment

Budget costs in the equipment category include hardware and software purchased for the Alaska SLDS project, subject to State of Alaska procurement regulations. The hardware and software vendor will perform installation and testing of the equipment as part of the purchase price, and the associated cost is budgeted in the equipment category.

Supplies

Budget costs for supplies include office supplies, printing, and distribution costs for system and project documentation, training materials and printed SLDS reports.

Contractual

Contractual agreements will be developed to provide resources in addition to those in personnel costs to complete the project deliverables. Alaska is committed to partnering with contractors and will work closely with contract staff to ensure complete knowledge transfer occurs and adequate documentation is developed related to Alaska’s SLDS. Contractual agreements will be subject to State of Alaska procurement regulations.

Other

Training and professional development costs for SLDS personnel are included in this budget category and include only training topics directly related to the development and implementation of Alaska’s SLDS. Training and development opportunities will be accessed through online webinars; state, regional and national conferences; and industry group participation.

DELIVERABLE 1: Project Planning and Preparation (Year 1, May 2012 – January 2013)

Alaska is requesting \$737,415 in Federal funds and will contribute (b)(4) in kind for Alaska’s SLDS project planning and preparation activities.

EXHIBIT 1.1: Deliverable 1 Total Budget by Category

Deliverable 1: Project Planning and Preparation			
Year 1 (May 2012 - January 2013)			
Budget Category	Federal	In Kind	Total
Personnel	\$ 123.467	(b)(4)	
Fringe Benefits	118.626		
Travel	23.072		
Supplies	3.750		
Contractual	447.500		
Other			
Training	21.000		
Deliverable 1 Total	\$ 737.415		

In preparation for creation of a statewide SLDS, Alaska’s partner agencies have already begun tasks necessary to a strong project management structure and successful SLDS. These include creating a governance structure, evaluating existing data systems, developing multi-agency record matching processes, and identifying critical questions the SLDS can be used to answer (See SLDS Environment diagram in Appendix A.). The Alaska partner agencies have already mapped out the project planning and preparation stage of the SLDS project to ensure the system meets stakeholders’ expectations within all time, data, and budget constraints. Deliverable one will formalize that mapping and ensure ongoing project management through the completion of the following tasks:

- 1.1 Overall Project Plan
- 1.2 Project Mission Statement and Project Methodology
- 1.3 Develop and Deploy Governance Structure
- 1.4 Validate and Prioritize Critical Policy Questions
- 1.5 Analysis of State and Agency Needs for Reporting
- 1.6 Identify Business and Technical Requirements
- 1.7 Analysis of Existing Data Systems
- 1.8 Develop Data Models for the SLDS

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
		In Kind
Project Director – 100%		(b)(4)
Develop project management plan, staffing, and communications. Will coordinate with agency partners and stakeholders when developing plan.	\$ 108,444	
Research Analyst – 100%		
Develop and maintain SLDS project documentation, gather requirements from agency partners, coordinate with Project Director, and communicate with stakeholders.	-	
Business Analyst #1 – 100%		
Work with DEED, DOLWD, and UA Project Managers and the Business Analyst #2 to gather, analyze, define and document data elements to create a universal understanding of what and how data elements will be used. Identify and propose training needed. Work with SQL developers and Database Administrators on developing the SLDS data model.	-	
Technical Project Manager – 25%		
Create a technical project plan to organize, control and monitor technical tasks of the SLDS project. Communicate project standards and procedures to the technical team and oversee all aspects of technical SLDS planning.	-	
SQL Developer #1 – 100%		
Analyze data elements from DEED, DOLWD, UA and ACPE to create a data dictionary and a normalized data model. Align the data model with the critical policy questions to ensure they can be met.	-	
DEED Project Manager – 50%		
Work with business analysts to gather, analyze, define and document data elements to create a universal understanding of what and how data elements will be used. Work with Project Director in developing project management and communications plan.	48,053	
DOLWD Project Manager – 50%		
Work with business analysts to gather, analyze, define and document data elements to create a universal understanding of what and how data elements will be used. Work with Project Director in developing project management and communications plan.	58,253	

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
UA Project Manager – 50%		(b)(4)
Work with business analysts to gather, analyze, define and document data elements to create a universal understanding of what and how data elements will be used. Work with Project Director in developing project management and communication plan.	27,343	
Total	\$ 242,093	

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
Project Manager – (b)(4)		(b)(4)
Develop and maintain SLDS documentation and project plan. Assist the Project Director with identification and documentation of issues, management of project, communications plan, and identification of training needs.	\$ 180,000	
Business Analyst #2 – (b)(4)		(b)(4)
Work with Business Analyst #1 to gather, analyze, define and document data elements to create a universal understanding of what and how data elements will be used.	35,000	
Technical Staff – (b)(4)		(b)(4)
Work with the SQL developers and the four agencies involved in the project to help design and develop the extract, transform and load (ETL) process and Master Person Index (MPI) design.	120,000	
System Architect – (b)(4)		(b)(4)
Interface with stakeholders and technical team to determine requirements and create an overall data warehouse and portal concept design.	30,000	
SQL Developer #2 – (b)(4)		(b)(4)
Work closely with SQL Developer #1, with emphasis on data analysis and data model alignment.	42,500	
Database Administrator – (b)(4)		(b)(4)
Perform an analysis to define database capacity, access, security, backup and performance needs. Work with SQL developers to create a SLDS data model and evaluate and recommend for purchase any database tools.	15,000	

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
SLDS Consultant – (b)(4) Evaluate and provide project plan, design and approach. Work closely with the Project Director, Project Manager, Technical Project Manager and stakeholders in planning deliverables and researching and resolving issues.	25,000	(b)(4)
Total	\$ 447,500	

Travel

Alaska is requesting \$23,072 in Federal funds to fully fund travel required for SLDS project staff. No in-kind resources are anticipated for this travel. Budgeted travel costs include transportation, per diem, and meeting space for meetings and conferences in the following table:

Trip Description	Budgeted Travel Cost	
Two one-day meetings of the Executive Governing Board in Juneau, to supplement web-based and audio conferenced meetings.	\$	3,640
A one-day meeting in Anchorage for partner agency staff to finalize policy questions, subsequent to initial web-based and audio conference meetings.		3,422
Travel between Anchorage (agency satellite offices), Fairbanks (UA system offices) and Juneau (agency executive offices and operations centers) to analyze existing data systems and develop system data models.		2,780
Annual travel for two project staff to travel from Juneau, AK to Washington, DC for the annual SLDS conference.		4,410
Annual travel for two staff to travel from Juneau to east coast (using Washington, DC as proxy) for two additional SLDS-related conferences each.		8,820
Total	\$	23,072

Supplies

Alaska is requesting \$3,750 in Federal funds to fully fund the cost of supplies required for project planning and preparation activities. The budgeted cost of supplies for deliverable one includes all office supplies and printing costs for staff working on the project. The cost of printing and distributing the project plan to agency partners and stakeholders is also included.

Other – Training

Alaska is requesting \$21,000 in Federal funds to fully fund project staff training related to project planning and preparation activities. Types of training covered by this budget item for deliverable one include SQL secure database techniques, efficient database design, .Net programming, and other topics related to system design and development.

DELIVERABLE 2: Hardware Infrastructure (Year 1, February – April 2013)

Alaska is requesting \$568,614 in Federal funds and will contribute (b)(4) in kind for Alaska’s procurement, installation, and testing of SLDS hardware, software, storage, and a backup and disaster recovery solution.

EXHIBIT 2.1: Deliverable 2 Total Budget by Category

Deliverable 2: Hardware Infrastructure Year 1 (February - April 2013)		
Budget Category	Federal	(b)(4)
Personnel	\$ 41.156	(b)(4)
Fringe Benefits	39.542	
Equipment	152.166	
Supplies	1.250	
Contractual	327.500	
Other		
Training	7.000	
Deliverable 2 Total	\$ 568.614	

Alaska technical staff have conceptualized a SLDS hardware infrastructure robust enough to meet the expected demands upon the system, yet flexible enough to allow for future enhancements and expansion. It is understood this infrastructure may change during the planning phase as more information is gathered (See SLDS Hardware diagram in Appendix A.). This conceptual infrastructure, however, allows staff to estimate the hardware and software costs expected to be required. The following supporting tasks will be completed to fulfill deliverable two:

- 2.1 Procure, Install and Test Server Hardware and Software
- 2.2 Procure, Install and Test the Networked Data Storage
- 2.3 Install and Test Backup and Disaster Recovery Solution

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Project Director – 100% Act as the focal point for project management, communication, decision making and all other oversight activities. Coordinate the infrastructure decision making and implementation process.	\$ 36,148	(b)(4)
Research Analyst – 100% Work with SLDS technical team to help determine access usage for proper sizing of the data portal. Also meet with stakeholders and SLDS team to create reports and dashboards design. Create a mapping document to show the relationship between SLDS data fields and the final outputs.	-	(b)(4)
Business Analyst #1 – 100% Work with technical staff on testing and documenting test results for the software, data storage and disaster recovery solution.	-	(b)(4)
Technical Project Manager – 25% Review and present to the governance teams the system architecture recommendations and facilitate infrastructure acquisition and implementation. Continue to manage all project technical tasks and ensure project standards and timelines are being met.	-	(b)(4)
SQL Developer #1 – 100% Create data exchange standards for the ETL process and finalize the MPI design.	-	(b)(4)
DEED Project Manager – 50% Work with Technical Project Manager to ensure the hardware and software infrastructure meets all applicable security and related protocols.	19,418	(b)(4)
DOLWD Project Manager – 50% Work with Technical Project Manager to ensure the hardware and software infrastructure meets all applicable security and related protocols.	16,018	(b)(4)
UA Project Manager – 50% Work with Technical Project Manager to ensure the hardware and software infrastructure meets all applicable security and related protocols.	9,114	(b)(4)
Total	\$ 80,698	(b)(4)

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
Project Manager – (b)(4) Provide support to the Project Director where required with a focus in the areas of budget, project control and stakeholder documentation and communication.	\$ 60,000	(b)(4)
Business Analyst #2 – (b)(4) Work with technical staff on testing and documenting test results for the software, data storage and disaster recovery solution.	35,000	(b)(4)
Technical Staff – (b)(4) Continue to work with the SQL developers and the four agencies involved in the project to help design and develop the ETL process for SLDS.	120,000	(b)(4)
System Architect – (b)(4) Translating from the conceptual design, finalize a hardware/software blueprint. Ensure user needs are met and account for any constraints such as cost and schedule. Oversee the selection, procurement and installation of the servers and all associated hardware.	30,000	(b)(4)
SQL Developer #2 – (b)(4) Work closely with SQL Developer #1.	42,500	(b)(4)
Database Administrator – (b)(4) Assist in procurement, installation and set-up of the database application and any database administration tools. Create a database maintenance plan to ensure data is protected from loss and security breaches.	15,000	(b)(4)
SLDS Consultant – (b)(4) Continue to evaluate and provide feedback on the Alaska SLDS overall project plan, design and approach. Work with Alaska stakeholders to review and validate the state’s critical policy questions. Provide best practices feedback on other states’ SLDS infrastructure.	25,000	(b)(4)
Total	\$ 327,500	(b)(4)

Equipment

Alaska is requesting \$152,166 in Federal funds to fully fund required equipment and to purchase the hardware, software, and storage to build Alaska’s SLDS. Budget figures for hardware and software were estimated by Alaska technical staff using past experience with similar projects and equipment, and based on advice from SLDS technical experts. The servers and storage system were selected to ensure sufficient storage space and system capacity over time. As part of the equipment purchase agreement with the vendor, a service integration component is included in the equipment cost for expert assistance with installation and testing of the SLDS hardware and software.

The following table lists the itemized equipment costs for Alaska’s SLDS hardware infrastructure:

Item	Budgeted Cost
Servers (3 units)	\$17,000
Network storage system	99,739
Microsoft software licensing	17,227
Vsphere software licensing	3,200
Service integration	15,000
Total	152,166

Supplies

Alaska is requesting \$1,250 in Federal funds to fully fund supplies required for project planning and preparation activities. The budgeted cost of supplies for deliverable two includes all office supplies and printing costs for staff working on the project. The cost of printing system documentation related to SLDS hardware, software, network storage, and backup and disaster recovery is included in the supplies budget figure.

Other – Training

Alaska is requesting \$7,000 in Federal funds to fully fund project staff training related to hardware infrastructure purchasing, installation, and testing of equipment. Types of training covered by this budget item for deliverable two include evaluating virtual machine servers and infrastructure options, installation and tuning of virtual servers, and disaster recovery in a virtual environment.

DELIVERABLE 3: Development (Year 2, May 2013 – April 2014)

Alaska is requesting \$1,577,504 in Federal funds and will contribute (b)(4) in kind for the development of Alaska’s SLDS.

EXHIBIT 3.1: Deliverable 3 Total Budget by Category

Deliverable 3: Development Year 2 (May 2013 - April 2014)			
Budget Category	Federal	In Kind	Total
Personnel	\$ 164.623	(b)(4)	
Fringe Benefits	158.167		
Travel	19.714		
Supplies	7.000		
Contractual	1.200.000		
Other			
Training	28.000		
Deliverable 3 Total	\$ 1.577.504		

The development phase of the SLDS project is the most time consuming, in which all prior planning efforts are realized. Throughout this process a formal project methodology will be utilized to ensure project deliverables, dependencies, and critical paths are identified and tracked. Emphasis will be placed on data security, data availability, and system performance, as well as the interaction between data sources (See Identify, Validate and Match Data diagram in Appendix A.). The following tasks will be completed to fulfill deliverable three:

- 3.1 Create Extract, Transform and Load (ETL) Processes
- 3.2 Create a Master Person Index (MPI) Record Matching Process
- 3.3 Create and Populate the Database Environments

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Project Director – 100%		(b)(4)
Continue to act as the focal point for project management, communication, decision making and all other oversight activities. Facilitate the design and deployment task among stakeholders, governance teams and the SLDS team members to ensure goals are met.	\$ 144,592	

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Research Analyst – 100%		(b)(4)
Continue to refine report and dashboard design to meet the Alaska critical questions. Work with technical team to translate business design documents into technical specifications.	-	
Business Analyst #1 – 100%		
Work with technical staff and project managers on documenting file transfers, transformation of data, testing and validating MPI processes. Create flow documentation of processes and document all testing results. Identify and recommend training needed.	-	
Technical Project Manager – 25%		
Oversee a SLDS enterprise level test and review to find and fix any technical problems. Continue to manage all project technical tasks and ensure project standards and timelines are being met.	-	
SQL Developer #1 – 100%		
Build the SLDS database and MPI database and any associated views and procedures. Populate the SLDS development database.	-	
Application Developer – 100%		
Finalize technical designs for stand-alone and web-based applications and communicate to stakeholders and governance teams for approval. Develop and test stand-alone applications including the ETL and MPI processes.	-	
Report Writer/Dashboards – 100% (Year 2, months 7-12)		
Evaluate and present recommendations for selection of a business intelligence and dashboard tool. Create technical designs to meet public and stakeholder report and aggregated data needs. Assist in the business intelligence tool set-up and implementation. Identify and recommend training needed.	-	
DEED Project Manager – 50%		
Work with business analysts on file transfers, transformation of data, and testing and validating MPI processes.	77,670	
DOLWD Project Manager – 50%		
Work with business analysts on file transfers, transformation of data, and testing and validating MPI processes.	64,071	
UA Project Manager – 50%		
Work with business analysts on file transfers, transformation of data, and testing and validating MPI processes.	36,457	
Total	\$ 322,790	

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
Project Manager – (b)(4)		(b)(4)
Continue to provide support to the Project Director, with focus on project documentation and management, risk mitigation, and compliance with all applicable requirements.	\$ 240,000	
Business Analyst #2 – (b)(4)		
Work with Business Analyst #1 on file transfers, transformation of data, testing and validating MPI processes. Aid in the creation of flow documentation of processes and testing results.	140,000	
Technical Staff – (b)(4)		
Work closely with the SQL developers on tasks associated with the development deliverable.	480,000	
System Architect – (b)(4)		
Oversee the selection, procurement and installation of software tools and all associated software needs. Assist technical team members where needed in the final deployment. Identify and propose training needed.	60,000	
SQL Developer #2 – (b)(4)		
Work closely with SQL Developer #1.	170,000	
Database Administrator – (b)(4)		
Build the SLDS development and production databases. Assist the SQL Developer and the Application Developer in views/procedures creation.	60,000	
SLDS Consultant – (b)(4)		
Continue to evaluate and provide feedback on the Alaska SLDS overall project plan, design and approach. Work closely with stakeholders in design of the data portal and best technical approach to meet the design requirements. Identify and propose training or additional documentation needed.	50,000	
Total	\$ 1,200,000	

Travel

Alaska is requesting \$19,714 in Federal funds to fully fund travel required for SLDS project staff. Budgeted travel costs include transportation, per diem, and meeting space for meetings and conferences in the following table:

Trip Description	Budgeted Travel Cost	
Four one-day meetings of the data owners from each of the sources (technical leads from each agency) across one year of the build phase.	\$	6,484
Annual travel for two staff to travel from Juneau to Washington, DC for the Annual SLDS Conference.		4,410
Annual travel for two staff to travel from Juneau to east coast (using Washington, DC as proxy) for two additional SLDS-related conferences each.		8,820
Total	\$	19,714

Supplies

Alaska is requesting \$7,000 in Federal funds to fully fund supplies required for SLDS development activities. The budgeted cost of supplies for deliverable three includes all office supplies and printing costs for staff working on the project. Included in the budgeted costs are printing and distribution costs for system documentation related to data sources, matching, master person index, and security, among other develop information.

Other – Training

Alaska is requesting \$28,000 in Federal funds to fully fund project staff training related to SLDS development activities. Types of training covered by this budget item include Advanced SQL and OLAP cube design, .Net programming, reporting services and other topics related to system design and development.

DELIVERABLE 4: Data Reporting (Year 3, May – October 2014)

Alaska is requesting \$809,700 in Federal funds and will contribute (b)(4) in kind for the creation of SLDS reports and multiple levels of user access to those reports.

EXHIBIT 4.1: Deliverable 4 Total Budget by Category

Deliverable 4: Data Reporting Year 3 (May - October 2014)			
Budget Category	Federal	In Kind	Total
Personnel	\$ 36.871	(b)(4)	
Fringe Benefits	\$ 35.425	(b)(4)	
Equipment	150.000	(b)(4)	
Travel	16.904	(b)(4)	
Supplies	3.500	(b)(4)	
Contractual	560.000	(b)(4)	
Other		(b)(4)	
Training	7.000	(b)(4)	
Deliverable 4 Total	\$ 809.700		

To realize benefits from the costs and efforts required to build a SLDS, the information it contains must be accessible, understandable and accurate. However, different audiences have differing needs for information and level of detail, and differing skills and experience relative to isolating and interpreting data elements to accurately provide the information they seek. For that reason, Alaskans and approved researchers will have several levels of access to reports and data through the SLDS (See User Access diagram and Example Feedback diagram in Appendix A.). The following tasks will be completed in order to fulfill deliverable four:

- 4.1 Determination and Development of Required Reports
- 4.2 Deployment of a Reporting Platform
- 4.3 Creation of a Data Portal

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Project Director – 100%		(b)(4)
Continue to act as the focal point for project management, communication, decision making and all other oversight activities.	\$ 72,296	
Research Analyst – 100%		
In conjunction with stakeholders and the technical team, validate that web-based outputs are correct and fully meet requirements. Continue to provide data analysis and research statistics on evolving SLDS statistical questions.	-	
Business Analyst #1 – 100%		
Work with Research Analyst to ensure compliance with all data protocols and associated requests from the governing boards. Work with technical staff on creation of data portal to ensure compliance with all data protocols and associated requests from the governing boards. Test and document testing results of reports supplied through the data portal. Identify and propose training needed.	-	
Technical Project Manager – 25%		
Create a detailed deployment plan for rollout of the SLDS project. Continue to manage all project technical tasks and ensure project standards and timelines are met.	-	
SQL Developer #1 – 100%		
Assist technical team with SQL creation for data load, query and update SQL. Work with the Report Writer/Dashboard team member in report creation. Assist in overall implementation of the SLDS project.	-	
Application Developer – 100%		
Focus on development in the area of web-based reports and research needs. Assist other technical team members in data reporting and aggregate data development needs. Assist in overall implementation of the SLDS project. Identify and propose training needed.	-	
Report Writer/Dashboards – 100%		
Construct/test reports and dashboards for the public portal and implement tools for researchers to use for one time data queries. Assist in overall implementation of the SLDS project. Identify and propose training needed.	-	
Total	\$ 72,296	

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
Project Manager – (b)(4) Continue to provide support to the Project Director with focus on project documentation and management, risk mitigation, and compliance with all applicable requirements.	\$ 120,000	(b)(4)
Business Analyst #2 – (b)(4) Work with Business Analyst #1 to validate data portal complies with all data protocols and associated requests from the governing boards.	35,000	(b)(4)
Technical Staff – (b)(4) Work closely with the SQL developers on tasks associated with the data reporting deliverable.	240,000	(b)(4)
SQL Developer #2 – (b)(4) Work closely with SQL Developer #1.	85,000	(b)(4)
Database Administrator – (b)(4) Implement database maintenance plan. Monitor database performance and tune database as needed. Perform on-going assessments to ensure data is not vulnerable to loss or breach.	30,000	(b)(4)
Economic Analyst – (b)(4) Assist in design and documentation of data products utilizing labor and econometric data. Identify and propose related documentation and training needs. Develop procedural documentation for use of labor and econometric data.	50,000	(b)(4)
Total	\$ 560,000	(b)(4)

Equipment

Alaska is requesting \$150,000 in Federal funds to fully fund development of a reporting platform and creation of a data portal. The budgeted cost of this software has been estimated by Alaska technical staff using reasonable and customary standard budget estimates based on similar projects in other states, and based on advice sought from SLDS experts.

Travel

Alaska is requesting \$16,904 in Federal funds to fully fund travel required of SLDS project staff. Budgeted travel costs include transportation, per diem, and meeting space for meetings and conferences in the following table:

Trip Description	Budgeted Travel Cost	
Two meetings based in Juneau to discuss the development of reporting tools and user access levels.	\$	3,674
Annual travel for two staff to travel from Juneau to Washington, DC for the Annual SLDS Conference.		4,410
Annual travel for two staff to travel from Juneau to east coast (using Washington, DC as proxy) for two additional SLDS-related conferences each.		8,820
Total	\$	16,904

Supplies

Alaska is requesting \$3,500 in Federal funds to fully fund supplies required for SLDS data reporting development and implementation activities. The budgeted cost of supplies for deliverable four includes all office supplies and printing costs for staff working on the project. Included in the budgeted costs are printing and distribution costs for SLDS reports and communications to stakeholders.

Other – Training

Alaska is requesting \$7,000 in Federal funds to fully fund project staff training related to SLDS data reporting. Types of training covered by this budget item include specific training on the reporting and analysis tool selected, advanced reporting services training, advanced interactive report writing, and advanced dashboard techniques.

DELIVERABLE 5: Training and Professional Development (Year 3, November 2014 – April 2015)

Alaska is requesting \$297,730 in Federal funds and will contribute (b)(4) in kind for the performance of SLDS user training and professional development.

EXHIBIT 5.1: Deliverable 5 Total Budget by Category

Deliverable 5: Training and Professional Development			
Year 3 (November 2014 - April 2015)			
Budget Category	Federal	In Kind	Total
Personnel	\$ 22.005	(b)(4)	
Fringe Benefits	21.143		
Travel	9.082		
Supplies	3.500		
Contractual	235.000		
Other			
Training	7.000		
Deliverable 5 Total	\$ 297.730		

Alaska will provide targeted training and professional development to facilitate informed use of the Alaska SLDS by a variety of interested user groups. Related events and products will include development of additional information products to meet user needs identified during and beyond the grant period. This deliverable includes researching and assessing staff, stakeholder, and other public users’ needs to identify the most efficient and effective training methods and materials for each training audience. Training will be in a variety of formats to best meet the needs of as large and diverse an audience as possible, using technology whenever possible to maximize accessibility while minimizing delivery costs. The following tasks will be completed to fulfill deliverable five:

- 5.1 Training Development for and by PMO
- 5.2 Training Development for Technical Manager and Staff
- 5.3 Training for State Researchers/Analysts
- 5.4 User Level Training for Approved Researchers
- 5.5 Web-Based Training for New General Public Users

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Project Director – 100% (months 1-3), 75% (months 4-6)		(b)(4)
Continue to act as the focal point for project management, communication, decision making and all other oversight activities. Work with Alaska’s governance teams to finalize and formalize training plans.	\$ 43,148	
Research Analyst – 100%		
Ensure research and analysis solutions are fully documented and available to SLDS team members. Continue to provide data analysis and research statistics on evolving statistical SLDS questions. Document SLDS reports and data products and assist in development of data dictionaries, formalization of metrics, and training tools.	-	
Business Analyst #1 – 100%		
Work with Project Director and Research Analyst on creating and implementing a training handbook and plain English data dictionary that could be supplied in paper or web-based format. Work with the technical staff on creating the self-service media including online tutorials; hosted, interactive webinars; and online help functionality.	-	
Technical Project Manager – 25% (months 1-3), 12.5% (months 4-6)		
Finalize a SLDS enterprise disaster recovery plan and test. Continue to manage all project technical tasks and ensure project standards and timelines are met.	-	
SQL Developer #1 – 100%		
Continue to fine tune database queries and continue with report and aggregate data needs development.	-	
Report Writer/Dashboards – 100%		
Perform end user training and support on report writing and ad-hoc query tool usage. Make final changes to reports as they are reviewed by stakeholders and the public.	-	
Total	\$ 43,148	

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
Project Manager – (b)(4) Continue to provide support to the Project Director with focus on project documentation and management, risk mitigation, and compliance with all applicable requirements.	\$ 120,000	(b)(4)
SQL Developer #2 – (b)(4) Work closely with SQL Developer #1.	85,000	(b)(4)
Database Administrator – (b)(4) Continue to monitor database performance and tune database as needed. Perform on-going assessments to ensure data is not vulnerable to loss or breach. Create and test a database disaster recovery plan	30,000	(b)(4)
Total	\$ 235,000	(b)(4)

Travel

Alaska is requesting \$9,082 in Federal funds to fully fund travel required of SLDS project staff. Budgeted travel costs include transportation, per diem, and meeting space for meetings and conferences in the following table:

Trip Description	Budgeted Travel Cost
Reporting application training session for technical SLDS users (Data Governing Board/Researchers) held in Juneau about effective use of the SLDS, including policies and procedures, data security, user access, and research results.	\$ 3,334
Two training session for SLDS report portal users (such as K-12, postsecondary, workforce, and other stakeholders) held in Anchorage about the SLDS report portal, including available feedback reports, functionality and access, and ongoing stakeholder engagement in reports development.	5,748
Total	\$ 9,082

Supplies

Alaska is requesting \$3,500 in Federal funds to fully fund supplies required for SLDS training and professional development activities. The budgeted cost of supplies for deliverable five includes all office supplies and printing costs for staff working on the project. Included in the budgeted costs are printing and distribution costs for SLDS training manuals for the different user access levels and training sessions.

Other – Training

Alaska is requesting \$7,000 in Federal funds to fully fund project staff training related to effective SLDS management. Types of training covered by this budget item include specific training on the reporting and analysis tool selected for analysts, best practices for creating web based training tools, and effective training materials development.

DELIVERABLE 6: SLDS Sustainability (Year 3, February – April 2015)

Alaska is requesting \$9,037 in Federal funds and will contribute (b)(4) in kind for the creation of a SLDS sustainability plan and external review of Alaska’s SLDS.

EXHIBIT 6.1: Deliverable 6 Total Budget by Category

Deliverable 6: Sustainability Year 3 (February - April 2015)			
Budget Category	Federal	In Kind	Total
Personnel	\$ 4.609	(b)(4)	
Fringe Benefits	4.428		
Contractual	-		
Other			
SLDS licensing and maintenance	-		
Deliverable 6 Total	\$ 9.037		

The last step in building the Alaska SLDS will be developing a sustainability plan to ensure seamless operation after conclusion of the grant period. In this plan, critical personnel will be identified for the continued maintenance, development and expansion of the system, all funded by ASLC. Ongoing hardware and software costs will be identified for budgeting purposes. A communications and expansion plan will be included as part of this sustainability plan to ensure continued use and development of the SLDS. The sustainability plan will be formalized and finalized in the last quarter of the project; however, sustainability planning will be considered in every phase of project development. The following tasks will be completed as part of the SLDS sustainability efforts:

- 6.1 Funding
- 6.2 Maintenance
- 6.3 Expansion
- 6.4 Review and Assessment

Personnel and Fringe Benefits

Position Title – %FTE Description of Responsibilities	Salary and Fringe Benefits	
	Federal	In Kind
Project Director – 25% Continue to act as the focal point for project management, communication, decision making and all other oversight activities. Work with SLDS external review team to ensure that all project goals have been met. Work with Alaska’s governance teams to finalize and formalize the sustainability plan.	\$ 9,037	(b)(4)
Technical Project Manager – 12.5% Ensure that all technical development is properly documented and cataloged. Review staffing to ensure future SLDS support and maintenance needs can be met. Oversee development and deployment of initial expansion plans.	-	(b)(4)
Total	\$ 43,148	(b)(4)

Contractual

Contract Position Title – # of Days Description of Responsibilities	Contractual	
	Federal	In Kind
SLDS External Review – (b)(4) Complete independent review of project outcomes as compared to project goals and documentation. Make recommendations to Executive Governance Board and assist in implementation of accepted recommendations.	\$ -	(b)(4)
Total	\$ -	(b)(4)

Other

Alaska will contribute (b)(4) in kind for SLDS licensing and maintenance costs. The budgeted amount is based on estimates for licenses and maintenance related to the hardware and software listed in deliverable 2.

ED 524 Section C
Alaska's SLDS

ED-524 Section C	Alaska's SLDS	Year 1		Year 2		Year 3		Federal Total	In Kind Total	Total
		Federal	In Kind	Federal	In Kind	Federal	In Kind			
	Personnel (% of effort per project year) (yr1%, yr2%, yr3%)		(b)(4)		(b)(4)		(b)(4)		(b)(4)	
	Project Director (100%, 100%, 100%)	73,741		73,742		63,485		210,968		
	Research Analyst (100%, 100%, 100%)	-		-		-		-		
	Business Analyst #1 (100%, 100%, 100%)	-		-		-		-		
	Technical Project Manager (25%, 25%, 25%)	-		-		-		-		
	SQL Developer #1 (50%, 100%, 100%)	-		-		-		-		
	Applications Developer (0%, 100%, 50%)	-		-		-		-		
	Report Writer/Dashboard (0%, 50%, 100%)	-		-		-		-		
	DOLWD Project Manager (50%, 50%, 0%)	32,676		32,676		-		65,352		
	DEED Project Manager (50%, 50%, 0%)	39,612		39,612		-		79,224		
	UA Project Manager (50%, 50%, 0%)	18,593		18,593		-		37,186		
1	Total Personnel Costs	164,622		164,623		63,485		392,730		
2	Fringe Benefits - based on Alaska benefit rates and health insurance costs	158,169		158,167		60,996		377,332		
	Travel									
	Two one-day meetings of the Executive Governing Board in Juneau	3,640		-		-		3,640		
	A one-day meeting in Anchorage for partner agency staff to finalize policy questions	3,422		-		-		3,422		
	Travel between partner agencies to analyze systems and develop models	2,780		-		-		2,780		
	Four one-day meetings of the data owners from each of the sources (technical leads)	-		6,484		-		6,484		
	Two meetings in Juneau to develop reporting tools and user access levels.	-		-		3,674		3,674		
	Reporting application training session for technical SLDS users in Juneau	-		-		3,334		3,334		
	Two training session for SLDS report portal users in Anchorage	-		-		5,748		5,748		
	Annual travel for two project staff to travel to Washington, DC for SLDS conference	4,410		4,410		4,410		13,230		
	Travel for two project staff to travel to other national SLDS conferences and meetings	8,820		8,820		8,820		26,460		
3	Total Travel	23,072		19,714		25,986		68,772		
	Equipment									
	Server, software and secure data transfer system upgrade equipment:									
	Servers (3 units)	17,000		-		-		17,000		
	Network storage system	99,739		-		-		99,739		
	Microsoft software licensing	17,227		-		-		17,227		
	Vsphere software licensing	3,200		-		-		3,200		
	Service integration	15,000		-		-		15,000		
	Reporting platform and analysis tool	-		-		150,000		150,000		
4	Total Equipment	152,166		-		150,000		302,166		

ED-524 Section C	Alaska's SLDS	Year 1		Year 2		Year 3		Federal Total	In Kind Total	Total
		Federal	In Kind	Federal	In Kind	Federal	In Kind			
5	Supplies		(b)(4)		(b)(4)		(b)(4)		(b)(4)	
	Office Supplies, Printing, and Distribution	5,000		7,000		7,000		19,000		
	Total Supplies	5,000		7,000		7,000		19,000		
6	Contractual									
	(b)(4)	240,000		240,000		240,000		720,000		
		70,000		140,000		35,000		245,000		
		240,000		480,000		240,000		960,000		
		60,000		60,000		-		120,000		
		85,000		170,000		170,000		425,000		
		30,000		60,000		60,000		150,000		
		50,000		50,000		-		100,000		
		-		-		50,000		50,000		
		-		-		-		-		
6	Total Contractual	775,000		1,200,000		795,000		2,770,000		
7	Construction	-		-		-		-		
8	Other									
	Training	28,000		28,000		14,000		70,000		
	Software licenses and maintenance	-		-		-		-		
8	Total Other	28,000		28,000		14,000		70,000		
9	Total Direct Costs (lines 1-8)	1,306,029		1,577,504		1,116,467		4,000,000		
10	Indirect costs	-		-		-		-		
11	Training Stipends	-		-		-		-		
12	Total Costs (lines 9-11)	1,306,029		1,577,504		1,116,467		4,000,000		

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

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

Name of Institution/Organization

AK Dept. of Ed. & Early Development

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	164,622.00	164,623.00	63,485.00			392,730.00
2. Fringe Benefits	158,169.00	158,167.00	60,996.00			377,332.00
3. Travel	23,072.00	19,714.00	25,986.00			68,772.00
4. Equipment	152,166.00		150,000.00			302,166.00
5. Supplies	5,000.00	7,000.00	7,000.00			19,000.00
6. Contractual	775,000.00	1,200,000.00	795,000.00			2,770,000.00
7. Construction						
8. Other	28,000.00	28,000.00	14,000.00			70,000.00
9. Total Direct Costs (lines 1-8)	1,306,029.00	1,577,504.00	1,116,467.00			4,000,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,306,029.00	1,577,504.00	1,116,467.00			4,000,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)