

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120028

Grants.gov Tracking#: GRANT11026368

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

12/15/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

09/26/2011

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Kentucky Department of Education

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

61-0600439

* c. Organizational DUNS:

1025944260000

d. Address:

* Street1:

500 Mero Street

Street2:

* City:

Frankfort

County/Parish:

Franklin

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

40601-0000

e. Organizational Unit:

Department Name:

Kentucky Dept of Education

Division Name:

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

Prefix:

Mr.

* First Name:

Charles

Middle Name:

* Last Name:

McGrew

Suffix:

Title:

P-20 Executive Director

Organizational Affiliation:

Kentucky Department of Education

* Telephone Number:

(502) 564-2651

Fax Number:

502-564-9504

* Email:

Charles.McGrew@ky.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:**

The Future of Kentucky's P-20 Collaborative: Improving Connections to Postsecondary Education, Educator Preparation Programs, and the Workforce

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	3,633,928.00
* b. Applicant	(b)(4)
* c. State	(b)(4)
* d. Local	(b)(4)
* e. Other	(b)(4)
* f. Program Income	(b)(4)
* g. TOTAL	(b)(4)

*** 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>Dede Conner</p>	<p>* TITLE</p> <p>Commisioner, Kentucky Department of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>Kentucky Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Kentucky Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Holliday Suffix: Ph.D

* Title: Commissioner, Kentucky Department of Education

* SIGNATURE: Dede Conner

* DATE: 12/15/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Mr. Charles McGrew

Address:

* Street1: 500 Mero Street

Street2:

* City: Frankfort

County: Franklin

* State: KY: Kentucky

* Zip Code: 40610-0000

* Country: USA: UNITED STATES

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

502-564-2651 502-564-9504

Email Address:

Charles.McGrew@ky.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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:

The Future of Kentucky's P-20 Collaborative: Improving Connections to Postsecondary Education, Educator Preparation Programs, and the Workforce

PROJECT ABSTRACT

On behalf of the Commonwealth of Kentucky, the Kentucky Department of Education is requesting \$3.63 million over a three-year period from the Statewide Longitudinal Data Systems (SLDS) Grant Program to expand and enhance the postsecondary, educator preparation, and workforce data linked to the state's existing P-20 data system—which is maintained by the P-20 Data Collaborative (hereafter referred to as the “Collaborative”). This proposal addresses **Priority 3** in the Request for Applications: Postsecondary and/or Workforce Data. The Kentucky Department of Education (KDE) will serve as the key partner and fiscal agent for the grant, but the majority of funding will support the Collaborative, a separate entity which is administratively housed within the Kentucky Education and Workforce Development Cabinet. Significant portions of proposed activities will occur at and be directed by the Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB).

This project has three primary goals: 1) to incorporate a variety of workforce and employment data sources into the Collaborative's existing P-20 repository of linked, unit-level K-12, postsecondary, and educator preparation and certification data; 2) to expand the scope and quality of the state's postsecondary data system which provides college and university data to the Collaborative; and 3) to expand the scope and quality of the state's data on educator preparation and certification and make this data available to the Collaborative.

With the inclusion of workforce and expanded postsecondary and educator data the Collaborative will be able to answer a much wider range policy questions of interest to policy makers including workforce outcomes. An enterprise BI tool is also requested, which will enable authorized stakeholders at many levels across the state to have secure access to actionable information.

Kentucky's experience linking K-12, postsecondary and educator data while building the current P-20 repository highlights the need for deeper, more systematic data validation at all stages of data collection. Particular problems were discovered with data from the agency source systems for postsecondary and educator data, which are housed at the CPE and the EPSB respectively. Funds are requested for a number of system expansions in these systems to improve data quality standards during the data collection process.

Teachers, principals and other K-12 educators are an area of the workforce that is of particular interest to education leaders and policymakers at all levels. Expansion and improvement of the educator data collected by the EPSB will permit a deeper examination the teacher pipeline, and the addition of workforce data to the Collaborative will enable the flow of teachers in and out of the profession to be understood and tracked. Improved public reporting on Kentucky's educators will help stakeholders within the education system and without, including parents and students, make better decisions at the state level and locally (deliverables 3.1 and 3.2).

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

The Future of Kentucky's P-20 Collaborative: Improving Connections to Postsecondary Education, Educator Preparation Programs, and the Workforce

INTRODUCTION

On behalf of the Commonwealth of Kentucky, the Kentucky Department of Education (KDE) is requesting \$3.63 million over a three-year period from the Statewide Longitudinal Data Systems (SLDS) Grant Program to expand and enhance postsecondary, educator preparation, and workforce data linked to the state's existing P-20 data system, which addresses Priority 3 in the Request for Applications. KDE will serve as a key partner and fiscal agent for the grant, but the majority of funding will support the P-20 Data Collaborative (the Collaborative), which manages the P-20 data system and is administratively attached to the Kentucky Education and Workforce Development Cabinet. Staff from the Council on Postsecondary Education (CPE), the Education Professional Standards Board (EPSB), and the Education and Workforce Development Cabinet (EWDC) will work closely with KDE and the Collaborative to develop and implement all project deliverables.

PROJECT NEED

History of Education Reform in Kentucky

Twenty years ago, Kentucky ranked at or near the bottom of states on key measures of educational attainment and economic competitiveness. Too few Kentuckians had a high school diploma or GED, much less a postsecondary credential—both the cause and result of historically high rates of poverty and low levels of economic growth. With the agricultural and manufacturing sectors of the economy in decline, Kentucky's leaders realized that bold, decisive measures were needed to improve the education levels of its citizens. Without these measures, the Commonwealth would be unable to compete in the knowledge-based economy of the 21st century and unlikely to attract the high-wage, high skill jobs of the future.

Subsequently, the legislature enacted the *Kentucky Education Reform Act* (KERA) in 1990, which completely overhauled existing P-12 standards and assessments, followed by the *Postsecondary Education Improvement Act* of 1997 (HB 1), which mandated that Kentucky reach the national average in the percentage of working-age adults with a postsecondary degree or credential by the year 2020. These sweeping, ambitious reforms were instrumental in creating a new culture of accountability and transparency in the Commonwealth, one where education policy and practice is informed by student performance data. Aggressive performance measures and targets were established to accelerate improvement, but this was not just education for education's sake. The General Assembly pursued education reform as a means of improving Kentucky's standard of living and quality of life.

While current educational levels remain below the national average, impressive gains in educational achievement in a relatively short period of time have earned Kentucky a national reputation for P-12 and postsecondary accountability efforts. Most notably:

- Kentucky's fourth- and eighth-grade scale scores in reading on the 2011 National Assessment of Educational Progress (NAEP) exceeded the national average for the first time, each increasing 7 points over 1998 scores.
- Six-year graduation rates at four-year institutions (public and private) improved nearly nine percentage points from 2000-2009. This is the largest percentage change of any state in the U.S., and Kentucky moved nine positions among the states—from 44th to 35th.
- During the same time period, three-year graduation rates at two-year institutions increased by roughly the same amount. Kentucky enjoyed the third highest percentage point change in the U.S., moving from 38th to 16th.
- Kentucky had the 5th highest percentage point change in total undergraduate credential and degree production (one year or more in length) of any state in the U.S.
- The percentage change in the number of undergraduate credentials awarded per 1,000 adults with no college degree was the largest in the U.S. This is a measure of how well states are awarding college credentials relative to the population in need. On this metric, Kentucky jumped nine positions, from 45th among states in 2000 to 36th in 2009.

Due in large part to these achievements, Education Sector recognized Kentucky as a top-10 best practice state in higher education accountability in 2009. In its report, "Ready to Assemble: A Model State Higher Education Accountability System," Kentucky was commended for "gathering information on a wide breadth of performance measures" and "aligning state priorities with concrete goals for achievement." More recently, *Education Week* praised Kentucky in a November 2011 feature story, "Data Driving College Preparation: College-Going Rates Rising, Remediation Rates Falling" (Appendix A).

But while KDE and CPE had individually developed comprehensive data and accountability systems, each system addressed just one segment of the education pipeline. Neither system was built to seamlessly capture successful student transitions from high school to college and from college into the workforce. These systems too often operated in silos, unable to communicate with each other to produce timely, reliable student outcome reports for legislators, educators, and the public. While the state initiated steps to build a P-20 longitudinal data system that could produce customized reports for authorized users, early efforts suffered from a lack of engagement from key education leaders and disagreements about data access, warehousing, and control.

Kentucky's education landscape shifted dramatically with the passage of *Senate Bill of 2009*, which created a renewed sense of urgency around strengthening P-20 partnerships, resolving turf battles, and overcoming impasses hindering progress toward a single data repository and

reporting infrastructure. SB 1 required unprecedented levels of collaboration among CPE, KDE, and the Education Professional Standards Board (EPSB) to improve college and career readiness and achieve the following imperatives by 2014: a 50 percent reduction in postsecondary remediation rates and a 3 percent increase in the college completion rates of remedial students. These targets are ambitious but achievable, but high-quality data on educational and employment outcomes is needed to guide policy and practice and improve performance.

The Need for an Enhanced P-20 Data Collaborative

With strong support from Governor Beshear and the state's legislative leadership—as well as unprecedented collaboration and rapport between the Commissioner of Education (Terry Holliday), the President of the Council on Postsecondary Education (Robert L. King), and the President of the Education Professional Standards Board (Phil Rogers)—the state's ability and commitment to fully implement and sustain a high-quality, P-20 longitudinal data system has never been greater. After several years of collaborative, foundational work, Kentucky is poised for success; funding from the SLDSSLDS grant will provide the final push needed to successfully complete the project.

The Commonwealth first received funding from the SLDS grant program in 2009 to establish a data warehouse and build a reporting interface for authorized users in partner agencies. With these startup funds, Kentucky created a governance structure and project charter, hired project directors, and established advisory groups to represent the key project partners. The decision to house data at a neutral site—at the Education and Workforce Development Cabinet—facilitated key infrastructure and technology decisions and accelerated project implementation. At present, Kentucky has satisfied about 75 percent of the America COMPETES Act postsecondary technical elements that must be linked to the P-20 SLDS system. A chart detailing Kentucky's progress and needs in meeting these Federal requirements is included in Appendix A.

At least two years of K-12 student and teacher; postsecondary; adult; and teacher preparation data have been incorporated into the P-20 SLDS system. Some of the source elements go back farther than two years. The K-12 data largely comes directly from the operational student information systems and the collaborative works closely with the Kentucky Department of Education on data quality issues. Postsecondary and teacher preparation data are collected by the Council on Postsecondary Education and the Education Professional Standards Board. The collaborative must rely heavily upon these two agencies and their systems to define, collect and clean the unit level data they collect from the institutions for inclusion into the P-20 SLDS.

The quality and scope of the Collaborative's reporting capabilities for partner agencies, policy makers, and the public are critical to their effectiveness in driving change. Considerable improvements are still needed in these source data systems to ensure data are reliable, valid, and comprehensive.

Policy Questions to be Addressed

With input from the partner agencies, the P-20 Data Collaborative has identified the final expansions and enhancements needed to complete work on the system. These decisions were guided by a set of policy questions that cannot currently be answered to the satisfaction of project partners and other key constituencies:

1. How effective are the various workforce improvement programs in terms of successfully placing people into education where they complete a credential or into the workforce at an appropriate wage?
2. What are the employment rates and earning levels of Kentucky's high school and college completers by credential level and area?
3. To what degree is Kentucky able to retain its college graduates in different professions for entry into the employment sector in the state?
4. What gaps exist between degree production and workforce needs, by degree level, industry/area of study, and region?
5. What are the work experiences of college students while they are enrolled in college?
 - For traditional-age students, are they working on or off campus, and what is the balance of work and hours of enrollment for various sub-populations (demographics, majors, etc.).
 - For adult students, what proportion is working full-time while in school, and how does this work effort impact student success and completion?
6. What is the regional distribution of graduates of individual postsecondary institutions and programs?
7. What is the students' return on investment in short-term occupational and technical credentials from the Kentucky Community and Technical College System and Kentucky Adult Education?
8. What are the "push" factors of employment on enrollment for adult students, such as losing a job, lack of advancement, etc.
9. What is the success of targeted opportunity programs such as contract spaces for veterinary students that are intended to keep graduates in-state after graduation?
10. What proportion of graduates/drop-outs of Kentucky's colleges and universities is successfully employed in-state after graduation/drop-out?
 - Impact of institution and major/program of enrollment/completion
 - Status at various times from degree/dropout
 - Are some dropping out for high wage jobs (perceived low ROI of degree completion)?
 - Address underemployment/successful employment
11. What are the employment rates of Kentucky's teacher education graduates in public and private schools in Kentucky and where do they end up working?
12. Are certain measurable personal characteristics (gender, age, ACT/SAT, etc.) predictors of teachers' future success in helping P-12 students (at the whole group and subgroup

level) make measurable learning gains? If so, what characteristics are better predictors than others?

13. Are graduates from different teacher preparation programs equally able to help P-12 students make measurable learning progress?
14. Is there a difference between the teacher candidates prepared in a traditional preparation program and candidates who enter the teaching professional through an alternative certification route?

PROPOSED PROJECT DELIVERABLES

To answer these policy questions, Kentucky will complete three discrete sets of project deliverables, each attached to a separate but related initiative. Each of the initiatives will be coordinated by staff at the P-20 Data Collaborative, the CPE, and the EPSB. All three of the initiatives will enhance Kentucky's ability to link longitudinal data to expand the capabilities of the P-20 SLDSSLDS, including customizable reporting functions. The first initiative adds additional workforce and labor data elements to the system, while the second and third initiatives provide much-needed enhancements to the quality and breadth of existing postsecondary and teacher preparation and certification data systems.

P-20 Data Collaborative and Education and Workforce Development Cabinet Deliverables

Deliverable 1.1. Integrate employment, earnings, and unemployment data into the Kentucky P-20 SLDS.

Kentucky will expand the P-20 SLDS to include employment records collected through the Unemployment Insurance (UI) program in Kentucky. This expansion will include employer records, earnings records for individuals submitted by employers, and UI claims data that are collected when individuals file for unemployment.

Deliverable 1.2. Integrate data from the Employ Kentucky Operating System (EKOS) into the Kentucky P-20 SLDS.

Kentucky will expand the P-20 SLDS to include data collected within the EKOS system including data for administering WIA Title 1, Wagner-Peyser Act services, and the Trade Adjustment Assistance program in Kentucky which includes data collected when people receive various types of employment services including support for job seekers and those seeking re-employment and assistance with job training, among other services.

Deliverable 1.3. Deploy a statewide enterprise business intelligence tool that will expand access to authorized users across education and workforce programs.

Kentucky will provide the ability to access appropriate data from the P-20 SLDS to an expanded list of authorized users by deploying an enterprise business intelligence platform with a point-and-click interface for developing ad hoc analyses and reports to schools, postsecondary

institutions, and workforce offices across the state. The Collaborative will explore a partnership with the CPE and the Kentucky Virtual University to develop and implement online professional development and training modules that will help identified users navigate the enhanced reporting capabilities.

Deliverable 1.4. Expand the P-20 Data Portal to include reports and other information products about workforce outcomes.

Kentucky will develop reports and analyses utilizing the new workforce data which are integrated into the P-20 SLDS to provide policy makers and others access to information about employment, unemployment, career placement, and education and training outcomes for high school and college graduates. Specific, actionable reports will be developed for different audiences including the following:

- **Employment Outcomes** – The Kentucky Employment Outcomes Report will provide information about graduates’ employment rates, earnings, length of time to find employment, industries of employment, and other measures by degree or credential level completed, academic program, and institution.
- **Employment Growth Areas** – The Kentucky Employment Growth Areas Report is designed to provide current information to guidance counselors and employment and career counselors about the state’s current industry and hiring trends, including the most popular industries for recent graduates by region and information about the number of students who are “pipeline” to fill future positions. The report will provide this information in a format that can be used by students or parents evaluating their educational options.
- **Additional Reports** – Additional reports will be created as needed.

Deliverable 1.5. Complete a feasibility study to determine ways to incorporate employment data on federal employees, military personnel, and Kentuckians working out-of-state into the P-20 SLDS.

Kentucky will investigate the feasibility of incorporating data about Kentucky residents who work for the government, military and out-of-state into the P-20 SLDS, as well as alternative methods for supplementing available employment and workforce outcomes data collected through the state UI program and other federal or regional data sources.

Council on Postsecondary Education Deliverables

Deliverable 2.1. Create a KPEDS online data dictionary with data collection guidelines.

This deliverable will result in a publically-available data dictionary that fully incorporates the Common Education Data Standards, and a live, online, interface for college and university staff who submit unit-level or summary-level data to CPE with all data definitions and submission rules. A metadata database will be constructed to centrally manage field characteristics, definitions, deadlines, file formats, cohort definitions, and other aspects of CPE’s data collection. The system will include integrated communication with data submitters, alerts

about upcoming deadlines, comments on data edits for data auditing purposes, and the ability for users to view the current status of all collections at their institution or select just those for which they are responsible.

Deliverable 2.2. Create an administrative tracking system.

This system will track each data file submitted by the colleges and universities to CPE through all stages of the collection process—from initial submission, running edits to clean the data, sign-off on data submissions, and the loading and testing of data as it moves to the KPEDS database and reporting warehouse. The system will provide real-time reports on the progress of data files as they move from submission to production and will notify CPE management if institutions are not meeting deadlines. Additionally, business-side staff will be able to manage KPEDS users and permissions rather than IT staff changing user tables directly.

Deliverable 2.3. Create a KPEDS Business Objects universe.

This universe will be constructed to test data loaded into the KPEDS database and reporting warehouse. The deliverable will encompass the testing of business requirements, as well as universe design and construction.

Deliverable 2.4. Incorporate additional CPE data sources into KPEDS, including financial data.

This deliverable will create KPEDS tables for CPE data, format and load legacy data, and develop online data submission forms and edits for electronic submission of these data moving forward. Gathering the business requirements and designing the online forms will comprise the bulk of the project. Other forms currently planned for inclusion are faculty and staff information, estimated annual degrees (submitted three months before the student level degree files are submitted), and information about licensure and certification exams taken by college graduates.

Education Professional Standards Board Deliverables

Deliverable 3.1. Expand and enhance the functionality, accuracy, and compatibility of EPSB's three discrete operational systems that feed the P-20 SLDSSLDS—the Admission and Exit Program system, the Assessment system, and the Cooperating Teacher system.

The Admission and Exit system will be modified and expanded to include students in graduate-level educator programs. Praxis II subject level scores will be added to the Assessment System, and up to 15 years of legacy data will be loaded. Lastly, the Cooperating Teacher System will be expanded to track the experiences of pre-service teachers who go out-of-state for their student teaching, accounting for 30 percent of all student teachers in Kentucky.

Deliverable 3.2. Expand EPSB's reporting dashboard to provide existing and new teacher certification and workforce data that can help researchers, parents, local school districts, and state policy-makers better understand the composition and quality of Kentucky's educator workforce, as well as the impact of educator preparation programs on student outcomes.

The EPSB used a portion of funds received from the 2009 SLDSSLDS grant award to create reporting dashboards housed on its data portal. To date, EPSB has completed two of the four proposed dashboards. Funding from this SLDSSLDS grant will enable EPSB to complete the certification and workforce dashboards, which will provide information about teachers who are national board certified, and enable teacher data to be extracted by subject area.

RATIONALE FOR PROJECT DELIVERABLES

Rationale for P-20 Data Collaborative and EWDC Deliverables

Kentucky's workforce development programs are housed within and supported by the Education and Workforce Development Cabinet, the group that also provides support for the P-20 SLDS for Kentucky's education agencies. The P-20 SLDS is physically housed in the same location as many of the data systems that administer Unemployment Insurance, WIA Title 1, Wagner-Peyser Act services, and the Trade Adjustment Assistance program.

Data are collected through these programs for operational purposes, but they are not currently housed in data warehouses. Data are only available for a brief retention period for the sole purpose of administering the systems and responding to required federal reports. The data are stored primarily in two systems: some of the core functionality is still provided through mainframes. While it is possible to extract data for analysis purposes, it is a very slow, difficult and often expensive process if changes must be made to the mainframe. These systems have been primarily designed for operational purposes and not to serve as a foundation for performing longitudinal analyses.

The Kentucky Cabinet for Education and Workforce Development's (EWD) Office of Employment and Training (OET) operates the Employ Kentucky Operating System (EKOS), which captures data on individuals participating in WIA Title 1, Wagner-Peyser Act services, and the Trade Adjustment Assistance program. The data in EKOS includes social security numbers for WIA Title 1, the Trade Adjustment Assistance program, and FEDES participants. SSNs are collected for all but a few individuals receiving services through the Wagner-Peyser Act.

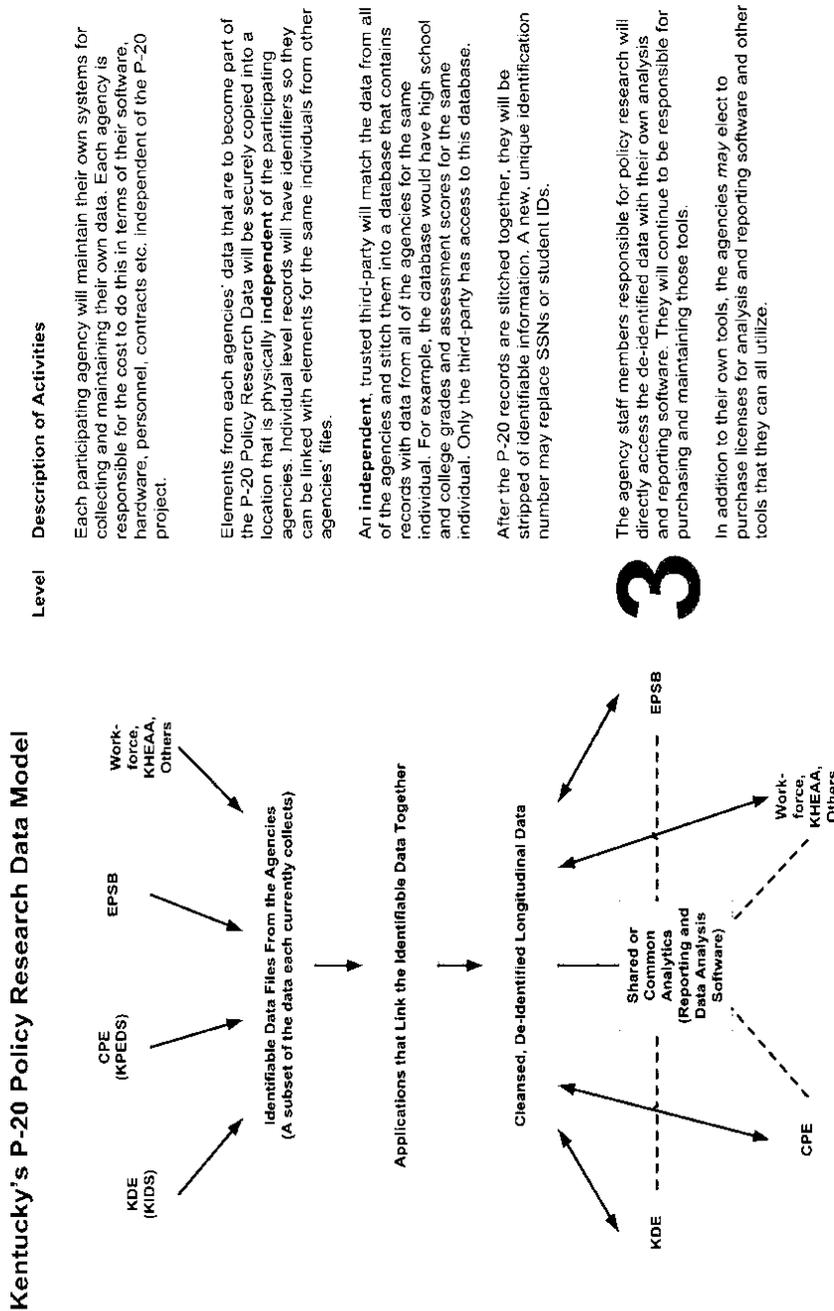
OET also operates the state's UI program and maintains systems that collect and maintain employer and individual wage data stored by SSN. Employer information includes location and industry data, wage for individuals by SSN, and individuals who become unemployed and receive benefits. Many of the analyses that have been conducted so far using employment data primarily incorporate data from the UI information systems; however, UI data are only retained for five years. This shortcoming will be addressed by deliverables 1.1 and 1.2.

The Kentucky P-20 Data Collaborative houses the state's P-20 SLDS, which includes snapshot data integrated on a regular cycle in a point-in-time data warehouse. The Kentucky P-20 SLDSSLDS architecture includes:

- staging areas for each of the participating agencies;

- a Master Person Index process that allows data to be linked from different sources;
- a shared data warehouse environment where de-identified data can be linked to create reports and analyses;
- and a reporting system of fixed reports as well as a point-and-click business intelligence solution for a limited number of users.

The following graphic illustrates the research data model upon which the system is built:



Level Description of Activities

Each participating agency will maintain their own systems for collecting and maintaining their own data. Each agency is responsible for the cost to do this in terms of their software, hardware, personnel, contracts etc. Independent of the P-20 project.

Elements from each agencies' data that are to become part of the P-20 Policy Research Data will be securely copied into a location that is physically independent of the participating agencies. Individual level records will have identifiers so they can be linked with elements for the same individuals from other agencies' files.

An independent, trusted third-party will match the data from all of the agencies and stitch them into a database that contains records with data from all of the agencies for the same individual. For example, the database would have high school and college grades and assessment scores for the same individual. Only the third-party has access to this database.

After the P-20 records are stitched together, they will be stripped of identifiable information. A new, unique identification number may replace SSNs or student IDs.

The agency staff members responsible for policy research will directly access the de-identified data with their own analysis and reporting software. They will continue to be responsible for purchasing and maintaining those tools.

In addition to their own tools, the agencies may elect to purchase licenses for analysis and reporting software and other tools that they can all utilize.

3

The model was designed to facilitate the linking of data while protecting individual identifiable information within the reporting warehouse. While personally identifiable information (PII) is necessary for the computer algorithms to match records together, the data in the reporting data warehouse have had all identifiers removed as a first level of protection. Users can only access data for which they have been authorized, as data owners control their own data even within the shared repository. This process ensures compliance with the Family Education Rights and Privacy Act (FERPA), IDEA, and other laws regarding data access and confidentiality.

Staging areas provide protected environments for data sent to the P-20 SLDS. Where possible, the data are organized into table structures that mirror the original format, and the tables are linked with identifiers provided by the source system. Each of the data owners and P-20 SLDS data developers can access to their own staging area. As these data are still in an identifiable format, they are not part of the general warehouse and access is heavily restricted. From within staging, agencies can access the data with Business Objects Web Intelligence (Webi) to develop queries and run reports for editing and auditing the data. The staging environment and Webi can essentially function as an agency's data warehouse if it does not have this capability within its own systems. Data do not move from staging to the shared data warehouse until they have been audited for data quality purposes and determined to be ready for incorporation.

Once approved, these data are processed through a series of iterative steps where identifiable characteristics from the records are compared to identifiable characteristics from previously received records. From there, one can determine if a record belongs to a person who is already represented within the system. The comparison includes common identifiable fields including names, birthdates, social security numbers, agency identifiers, demographic characteristics, and other information in existing records. Each data source has different elements to check so algorithms are customized to their data elements and weighted based on an understanding of data quality. If an individual already exists in the system, that person's unique P-20 ID is attached to the incoming records, the identifiable elements are removed, and it moves into the shared data system. If the record appears to belong to a new person, a Master Person Index record is created and a P-20 ID is assigned and integrated into the system, minus the identifiable elements.

Data are stored in the shared data warehouse in table structures customized for each of the data sources, making it fairly modular and easy to expand. As data moves from staging to the shared data warehouse, common fields that exist in multiple systems are translated to a common format. In other words, instead of one system seeing gender as "M" and "F" and another as "1" and "0", they now have the same values. The P-20 ID can be used to link data about the same people across any of the data sources. If a person graduated from high school, went to college, and then took a job, he or she would have records in tables from K12, postsecondary, and employment and would have the same P-20 ID. The primary impact of including a new data source in the system is the creation of new tables.

The P-20 SLDS reporting system uses the SAP Business Objects platform's reporting tools. The current system includes named user-level licensing for both Crystal Reports for data manipulation and Web Intelligence (Webi) tools for creating analyses, reports, and ad hoc reports. The security login process limits the tools to authorized users, and each user has access only to data that the agencies have approved. Webi can only see and provide access to data which have been identified in a universe created specifically to provide and limit access down to the data-element level. As new data are incorporated into the system, a BO developer has to create a universe specific to the data. Once that happens, users can begin creating reports and analyses. The use of these custom views will enable data access to a wide variety of secured users, including analysts within the stakeholder communities; researchers; and education, training and employment service practitioners. These objectives will be accomplished by deliverables 1.3 and 1.4.

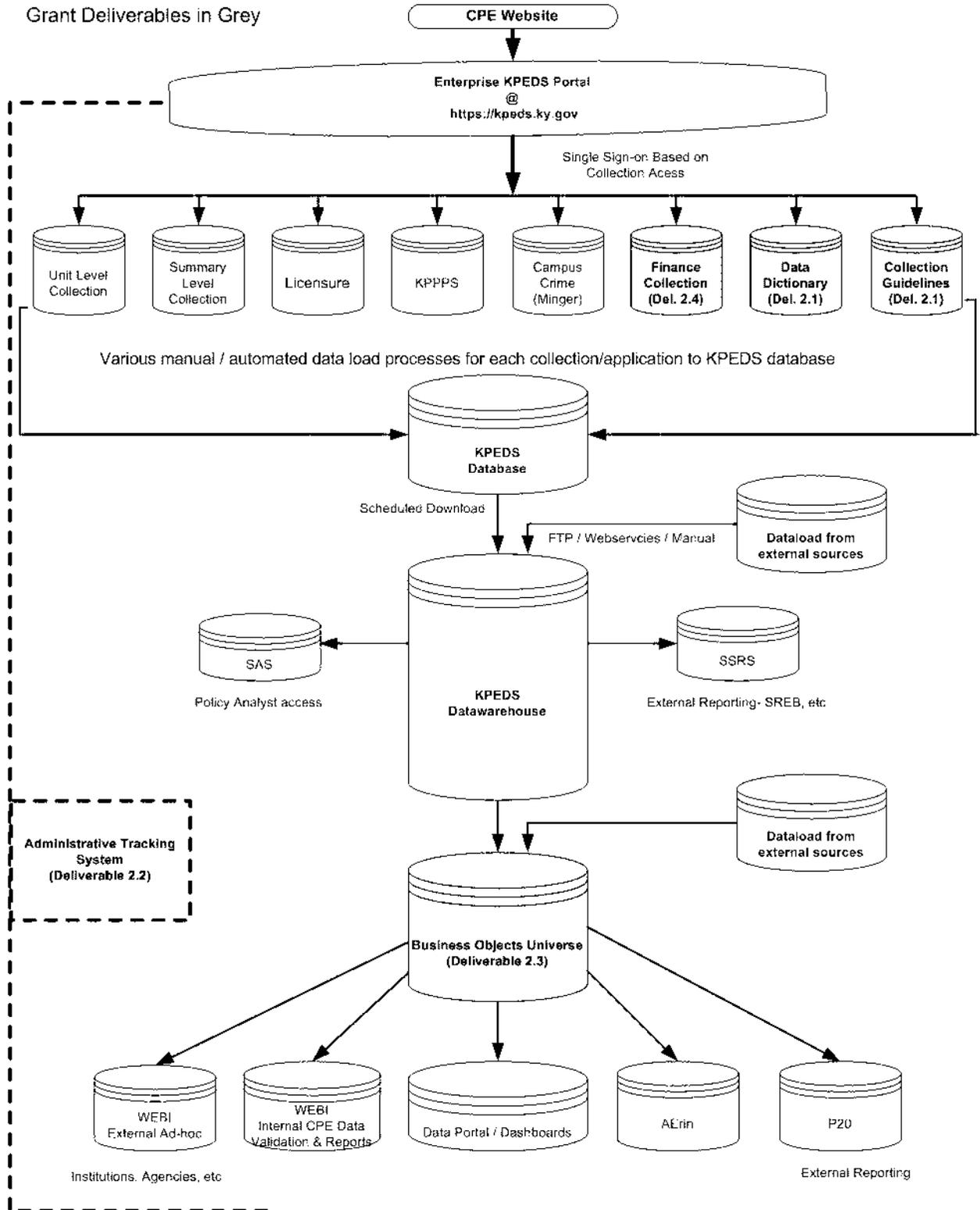
Rationale for CPE Deliverables

The Council on Postsecondary Education maintains the Kentucky Postsecondary Education Data System (KPEDS). KPEDS collects, cleans and houses longitudinal student-level data from Kentucky's 24 public and 20 non-profit colleges and universities and provides all the postsecondary education data in the P-20 repository. Despite the fact that the Council has been collecting student-level data for over 30 years, there are significant gaps in KPEDS' scope and capabilities that will be closed by deliverables 2.1 through 2.4.

The impact of KPEDS' data quality challenges on the P-20 SLDS is best illustrated by a problem that recently arose with data the Collaborative provided to legislative staff for a college readiness study. Despite rigorous, cross-sectional data edits, one university appeared to have 90 percent of first-time enrollees ready for college, compared to 40 percent in the previous year. Legislative staff asked the obvious question, and after some digging, it was determined that the error in the KPEDS load program was caused by the university's failure to assign values in a key field correctly. This university's data are currently useless, and was removed from the legislative report. Now data must be re-submitted by the institution, re-loaded into KPEDS, and then re-loaded into the P-20 SLDS.

Many of KPEDS' difficulties are due to a lack of resources to complete the warehousing project that began in 2007; a budget cut of over 25% in intervening years has slowed the project's momentum. Before 2007, the data were organized in flat files that required custom datasets for any longitudinal analysis. Approximately \$200,000 in agency funds was allocated for the development of a data warehouse that evolved into the current KPEDS system. To date, a robust online data submission tool is up and running, a relational database with consistent student identifiers has been constructed, and a data warehouse designed around CPE reporting needs is under construction. The following graphic illustrates the current status of the project and the KPEDS components the will be funded by the grant.

Kentucky Postsecondary Education Data System (KPEDS)



KPEDS has a robust online data submission tool which streamlines institutional reporting to CPE by providing a single, online portal where data and documents can be uploaded by postsecondary institutions. Data submitters use a password to securely enter the KPEDS portal and upload files or enter data on web forms, run edit reports to check data quality, and officially submit information for CPE staff review. First implemented in 2008-09 to upload student data files, the portal was expanded in 2011 to include summary-level data entry forms for non-public institutions licensed to operate in Kentucky. Current traffic includes 405 student-level data files uploaded and cleaned each year (25 individual files from 9 public institutions and 9 files from 20 AIKCU institutions) and over 500 summary-level reports from the 70+ non-public licensed in Kentucky (7 reports annually from each).

As a next step, an online data submission guidelines/data dictionary is needed to better communicate data definitions and data submission requirements to the colleges that provide the state's postsecondary data, as well as to ensure changes are reflected consistently across all system components. Right now, data submission rules and data definitions are in a large PDF booklet published online. The booklet provides a bare minimum of information; it is difficult to search for desired information, and the annual revision of this document requires significant staff time. A user needs analysis for this project was completed in 2010 (funded by Kentucky's 2009 SLDS grant), which enabled some progress toward the development of a metadata database to centrally manage definitions, descriptors, and submission rules. CPE lacks the resources needed to dedicate the business analyst and developer time for this substantial project, included here as deliverable 2.1.

Given the high volume of discrete data files collected at different times of the year from over a hundred colleges and universities with 200+ users, an administrative tracking system is needed in KPEDS to effectively manage all collections and users, and to improve the timeliness of the data CPE reports to the P-20 SLDSSLDS. Currently, there is no system in place to track whether institutions meet collection deadlines, when data files are ready to report, or which institutions' missing or delayed data submissions are holding up reports and P-20 data linkages. All this tracking is currently done by hand, and user communication is also a challenge. Data submitters with questions ask them via e-mail, and comments and questions during the submission process about data edits and anomalies are made over e-mail as well. While basic communication needs are met, communications are one-to-one, so CPE staff responses to common questions are not shared or organized in such a way to facilitate data auditing. This enhancement will provide the documentation of file edits and user communication needed for data quality assurance and auditing, as described by deliverable 2.2.

Another undeveloped component of KPEDS with significant implications for data quality is the lack of a BI tool to allow for flexible and extensive data quality checks after data have moved to the reporting warehouse. As things currently stand, minimal data quality checks are performed as data enter KPEDS, and significant errors or missing data are not found until analytical staff run reports. It is not uncommon to receive an information request, and in the process of fulfilling it, find significant problems on a custom report which requires data to be re-submitted by an institution and moved quickly to the reporting database. As well as being burdensome for

CPE's reporting and analysis, there are many "unknown" errors or missing chunks of data that are not detected because a consistent set of internal validation reports are not run prior to the data becoming accessible to analytical staff.

Ironically, CPE invested a considerable sum of money into the purchase of SAP Business Objects in 2010 but has been unable to find the resources necessary to dedicate business analyst and Business Objects developer time to the design and construction of a KPEDS "universe" to perform this vital data validation role. Business and analytical staff currently use SAS or SQL Reporting Services to review data and complete reports, often requiring the construction of flat files and increasing the likelihood of programmer error. A BO universe for KPEDS will greatly enhance data quality by providing a tool to securely run and modify pre-defined reports for data testing, as well as a simple drag-and-drop interface to create new reports and analyses as needed. Being able to collaborate with other agencies and share an Enterprise license for BO will be a great advantage as well. These needs are addressed by deliverables 1.3 and 2.3.

Finally, the lack of data about college and university finance in KPEDS prevents these data from being passed onto the Collaborative. CPE relies heavily on IPEDS data to report institutions' revenues and expenditures, but IPEDS data does not provide the full scope and detail state policy makers require for fiscal accountability. In the interim, CPE has developed a set of finance forms that provide more detailed revenue and expenditures information to supplement IPEDS, which address topics such as presidential compensation, use of state-mandated tuition waivers, and state research endowment investments. While these data are collected annually, they are captured in Excel spreadsheets that are not incorporated into KPEDS or the P-20 SLDS.

The P-20 SLDS is also missing some other useful data on postsecondary students and institutions that are currently collected by CPE on paper, in spreadsheets and through other formats not incorporated into KPEDS. These data include faculty and staff information, estimated annual degrees by institution, and information about licensure and certification exam pass rates. These data sources will be included in the proposed KPEDS expansion, addressed by deliverable 2.4.

Rationale for EPSB Deliverables

Strengthening the quality and attractiveness of the teaching profession is one of Kentucky's highest education priorities. Without enhancing the current data system to electronically collect and store essential data elements for the Collaborative, we cannot know what we need to do, how to improve what we are doing, or whether we have succeeded. This is why the EPSB is requesting funding to significantly expand the scope and quality of its data collections and reporting.

The Education Professional Standards Board (EPSB) was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. The board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs at colleges, universities, local school districts, and with private contractors; selecting assessments for teachers and administrators; overseeing

internship programs for new teachers and new principals; operating the Continuing Education Option for certification renewal and rank change; administering an incentive program for National Board for Professional Teaching Standards certification; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel.

In late 2000, the EPSB began the development of a transactional data system. This system is still in use to collect and manage the data required to meet the agency's mission/goals and to satisfy state and federal regulations. The EPSB has established over 17 applications to manage and report data pertaining to its mission. As evidenced by the development of new applications, the EPSB is committed to executing and sustaining technology initiatives. Historically, the development and maintenance of the EPSB IT infrastructure comprises 5% of the agency's budget. But due to recent economic restraints, EPSB has reduced full-time staffing by sixty percent over the past five years; current staff does not have the capacity to undertake projects of the size proposed here without outside funding.

Three of EPSB's collection systems lack the scope they need to answer key policy questions about the impact of educator training on educator efficacy and student outcomes. The first is the Admission and Exit system, which currently collects data on students entering and progressing through Bachelor's-level teacher preparation programs. With the growth and expansion of specialized educator programs at the masters, specialist and doctoral levels, the system needs to be expanded to capture this data as well in order to understand the impact of specific preparation programs. If a current teacher received a bachelor's degree in 2008 and a master's degree in special education in 2010, any student outcomes tracked in the 2011-12 school year will be "credited" toward his or her bachelor's program, as much of the information about the teacher's Master's program will not be available to the Collaborative. Also, administrators and specialists with graduate-level training cannot currently be tracked beyond the simple fact of receiving a degree as indicated by CPE's postsecondary data. Expanded data on these higher-level positions will also be useful to leaders and policy makers in understanding the pipeline for these positions.

An example of the value of this data in policy development and implementation is the work of EPSB's Master's Redesign Committee, which recommended the redesign of graduate-level programs and their approval process to integrate job-embedded content through collaboration with P-12 school districts and arts and science faculty. Despite this substantial change, the data needed to measure the success of these new programs are not currently being collected in a systematic way.

Another needed expansion of the Admission and Exit system is information about the specific educator preparation programs teachers have completed and the certifications for which they are eligible. Each college or university with a teacher preparation program is required to certify that a graduate from their program has completed the correct program for the type of certification sought. These "college recommendations" are currently submitted on paper and are not directly linked to the certification records or accessible electronically.

The second system for which expansion is requested is the Assessment system, which contains assessment data from Education Testing Service (ETS), such as Praxis II exam scores. This system currently collects only the cumulative score of each test taker. What is missing is the subject area sub scores that would enable analysts to access the Praxis II math scores for elementary teachers teaching middle school mathematics, for instance. In addition to changes to the system and data model needed to collect and store this new data, loading the legacy data will be a particular challenge. The sub-scores are available for the past 15 years or more on a variety of electronic media, but frequent changes in file formats over time will require multiple changes in the loading process. This legacy data is very important in understanding current teachers, however, because some will have taken the test a decade or more ago.

The third system for which expansion is requested is the Cooperating Teacher System, which tracks the admission, placement, and supervision of student teachers. However, not all student teachers are being reported to the EPSB because this transactional system is tied to in-state cooperating teachers who apply for payment. Since starting this program, EPSP has found that only 70 percent of students at Kentucky colleges and universities who completed their student teaching are included in the Cooperating Teacher System. The remaining 30 percent are doing their student teaching out-of-state or have cooperating teachers who do not apply for payment from the state.

As a crucial step in teacher preparation, the Collaborative's research on teacher preparation and student outcomes is incomplete with substantial missing data about Kentucky's student teachers. Not only will the current data collection need to be expanded to cover all cooperating teachers, but more information on the placements will provide invaluable information, such as whether or not the placement was in the teacher's content area. These needs will be addressed by deliverable 3.1.

Reporting is another area in which the EPSB faces significant challenges. A data dashboard was designed and partially developed using funds received from the 2009 SLDS grant. Two of the four proposed sub-dashboards have been completed; the two remaining sections are on educator certification and workforce.

These sub-dashboards are designed to display data and reports that are currently gathered for federal and other reporting in a format that is easy for policymakers, school boards, parents, and other "lay" education leadership to understand. Examples are an interactive tool for users to look up individual schools or teachers and see information about the teachers' state board certifications, national board certification, highly qualified teacher status, etc. This type of dashboard will also provide data extracts for education researchers to download this information for analysis. These needs will be addressed by deliverable 3.2.

TIMELINE FOR PROJECT DELIVERABLES

The following chart details how the deliverables of the project will be achieved, including supporting events or tasks for each deliverable, the party or parties responsible for these events or tasks, and estimated dates for their initiation and completion.

Project Deliverables	Responsible Party	Start Date	End Date
Deliverable 1.1. Integrate employment, earnings, and unemployment data into the Kentucky P-20 SLDS.			
Expand P-20 SLDS to include employment records collected through the UI program, including employer records, earnings records for individuals submitted by employers, and UI claims data collected when individuals file for unemployment.			
Task 1.1.1. Complete necessary agreements to provide access to UI data for P-20 staff.	Charles McGrew	5/12	6/12
Task 1.1.2. Create documentation for data elements, structure, and other metadata information on the UI system needed to integrate data into the P-20 SLDS.	Linda Borkosky	5/12	6/12
Task 1.1.3. Create staging environments for UI data.	Chuck Murphy	7/12	7/12
Task 1.1.4. Collect sample UI system data for evaluation and testing purposes.	Chuck Murphy	7/12	8/12
Task 1.1.5. Create business rules for matching and integrating UI data.	Deepsi Sigdel	8/12	9/12
Task 1.1.6. Modify the Master Person Index system by creating custom matching processes for UI data.	Tom Hogg	9/12	10/12
Task 1.1.7. Expand the P-20 SLDS data model to include UI employer, earnings, and unemployment data.	Tom Hogg	10/12	12/12
Task 1.1.8. Integrate 5 years of UI data into the P-20 SLDS.	Chuck Murphy	1/13	4/13
Deliverable 1.2. Integrate data from the Employ Kentucky Operating System (EKOS) into the Kentucky P-20 SLDS.			
Kentucky will expand the P-20 SLDS to include data collected within the EKOS system, including data for administering WIA Title 1, Wagner-Peyser Act services, and the Trade Adjustment Assistance program in Kentucky.			
Task 1.2.1. Complete necessary agreements to provide access to data in the EKOS system for the P-20 staff.	Charles McGrew	5/13	6/13
Task 1.2.2. Create documentation about the data elements, structure, and other metadata information available on the EKOS system needed to integrate data into the system.	Linda Borkosky	5/13	6/13

Task 1.2.3. Create staging environments for each of the program data sources from EKOS.	Chuck Murphy	7/13	7/13
Task 1.2.4. Collect sample EKOS system data from each of the primary sources for evaluation and testing purposes.	Chuck Murphy	7/13	8/13
Task 1.2.5. Create business rules for matching and integrating EKOS data into the system.	Linda Borkosky	8/13	9/13
Task 1.2.6. Modify the Master Person Index system by creating custom matching processes for EKOS data.	Chuck Murphy	9/13	10/13
Task 1.2.7. Expand the P-20 SLDS data model to include EKOS employer, earnings, and unemployment data.	Tom Hogg	10/13	12/13
Task 1.2.8. Integrate available EKOS data into the P-20 SLDS.	Tom Hogg	1/14	4/14
Deliverable 1.3. Deploy a statewide enterprise business intelligence tool that will expand access to authorized users across education and workforce programs.			
Provide the ability to access appropriate data from the P-20 SLDS to an expanded list of authorized users by deploying an enterprise business intelligence platform with a point-and-click interface to allow for ad hoc analyses and reports to schools, postsecondary institutions, and workforce offices across the state.			
Task 1.3.1. Identify critical business and technical requirements needed to meet the reporting needs of the users.	Linda Borkosky	5/12	7/12
Task 1.3.2. Expand hardware infrastructure as needed to accommodate the new enterprise software platform and new users.	Chris Brewer	8/12	9/12
Task 1.3.3. Deploy enterprise license software reporting platform.	Chuck Murphy	9/12	10/12
Task 1.3.4. Create universes or limited views of the data to meet the needs of the users identified in 1.3.1	Chuck Murphy	11/12	3/13
Task 1.3.5. Provide customized training to new business intelligence tool users.	Deepsi Sigdel	4/13	4/15
Deliverable 1.4. Expand the P-20 Data Portal to include reports and other information products about workforce outcomes.			
Develop reports and analyses utilizing the new workforce data integrated into the P-20 SLDS to provide policy makers and others access to information about employment, unemployment, career placement, and education and training outcomes for high school and college graduates as they related to workforce outcomes.			
Task 1.4.1. Conduct stakeholder analysis to develop a vetted list of critical policy questions about workforce program outcomes and employment.	Linda Borkosky	8/12	9/12
Task 1.4.2. Create and deploy at least 10 reports	Ron Crouch	11/12	7/14

utilizing these data to answer the questions identified in 1.4.2.			
Deliverable 1.5. Complete a feasibility study to determine ways to incorporate employment data on federal employees, military personnel, and Kentuckians working out-of-state into the P-20 SLDS.			
Evaluate processes for incorporating data about Kentuckians who work for the government, military, and out-of-state employers into the P-20 SLDS, as well as alternative methods for supplementing available employment and workforce outcomes data collected through the state Unemployment Insurance program and other federal, regional, and local sources.			
Task 1.5.1. Analysis of other potential sources of workforce and employment data.	Linda Borkosky	6/12	9/12
Task 1.5.2 Collect business, technical, and legal rules for accessing each additional system.	Linda Borkosky	8/12	11/12
Task 1.5.3. Produce a report recommending best processes for incorporating these additional employment data into reports and studies.	Deepsi Sigdel	11/12	2/13
Deliverable 2.1. Create a KPEDS online data dictionary with data collection guidelines.		6/12	5/13
Metadata database to centrally manage definitions, descriptors, submission rules, etc. and integrated user interface and user help system for college and university staff who submit student data to CPE. Will include communication with data submitters, including alerts about upcoming deadlines, comments on data edits for data auditing purposes, and the ability for users to view the current status of all collections at their institution or just those for which they are responsible.			
Task 2.1.1. Finalize project plan.	Heidi Hiemstra; Deepa Dubal	5/12	5/12
Task 2.1.2 Requirements gathering			
Task 2.1.2.1. Review existing needs analysis internally and with campus stakeholders.	Mary Korfhage	6/12	9/12
Task 2.1.2.2. Complete detailed software requirement specifications.	Elaine Maher; Mary Korfhage	6/12	7/12
Task 2.1.2.3. Define user interface.	Elaine Maher; Mary Korfhage	6/12	7/12
Task 2.1.2.4. Complete requirements for metadata data model.	Elaine Maher; Mary Korfhage	6/12	9/12
Task 2.1.3 Develop metadata content			
Task 2.1.3.1. Populate draft metadata tables with existing content.	Mary Korfhage	7/12	8/12
Task 2.1.3.2. Perform gap analysis to identify	Mary	8/12	9/12

additional metadata needed, gather additional metadata, and populate tables.	Korfhage		
Task 2.1.3.3. Extensively test metadata content.	Mary Korfhage	9/12	10/12
Task 2.1.4. Create metadata database and load data.	Contract Developer 1 (TBA)	10/12	11/12
Task 2.1.5 System development			
Task 2.1.5.1. Develop online data dictionary and data collection guidelines.	Contract Developer 1 & 2 (TBA)	11/12	1/13
Task 2.1.5.2. Develop quality analysis unit testing.	Elaine Maher	2/13	3/13
Task 2.1.5.3. Develop user acceptance testing.	Mary Korfhage	3/13	3/13
Task 2.1.5.4. Prepare help tutorials and videos.	Mary Korfhage	4/13	4/13
Task 2.1.5.5. Develop user training.	Elaine Maher; Mary Korfhage	4/13	4/13
Task 2.1.6. Complete production move.	Contract Developer 1 & 2 (TBA); Elaine Maher; Deepa Dubal	5/13	5/13
Deliverable 2.2. Create an administrative tracking system in KPEDS.		11/12	2/14
<p>An administrative tracking system is needed to effectively manage the system's collections and users, enhance data quality, and improve the timeliness of data needed by the P-20 SLDS. Currently, there is no system in place to track collection deadlines, the timing of data availability, and which institutions' missing or delayed data submissions are holding up various processes. The system would track each file through all stages of the collection process, permit CPE data collection staff to manage user permissions and communications directly, and provide much-needed documentation of file edits for data quality assurance and auditing.</p>			
Outcome 2.2.1. Finalize project plan.	Heidi Hiemstra; Deepa Dubal	11/12	12/12
Outcome 2.2.2. Gather requirements.			
Task 2.2.2.1. Review existing needs analysis internally and with campus stakeholders.	Mary Korfhage	12/12	1/13
Task 2.2.2.2. Complete detailed software requirement specifications.	Elaine Maher; Mary Korfhage	2/13	4/13
Outcome 2.2.3. Develop database.			

Task 2.2.3.1. Prepare data model.	Contract Developer 1 (TBA)	5/13	5/13
Task 2.2.3.2. Create database.	Contract Developer 1 (TBA)	6/13	6/13
Outcome 2.2.4. Develop system.			
Task 2.2.4.1. Develop online data dictionary and data collection guidelines.	Contract Developers 1 & 2 (TBA)	7/13	10/13
Task 2.2.4.2. Develop quality analysis unit testing.	Elaine Maher	11/13	12/13
Task 2.2.4.3. Develop user acceptance testing.	Mary Korfhage	12/13	12/13
Task 2.2.4.4. Prepare help tutorials and videos.	Mary Korfhage	1/14	1/14
Task 2.2.4.5. Develop user training.	Mary Korfhage, Elaine Maher	1/14	1/14
Outcome 2.2.5. Complete production move.	Contract Developers 1 & 2 (TBA); Elaine Maher; Deepa Dubal	2/14	2/14
Deliverable 2.3. Create a KPEDS Business Objects universe.		7/12	6/13
CPE data quality and analytical staff currently use SAS to review data and complete reports, requiring the construction of flat files and continually risking user error. A business objects universe for KPEDS will greatly enhance data quality by providing a tool to securely run and modify pre-defined reports for data testing, as well as providing a simple drag-and-drop interface to customize reports and analyses.			
Outcome 2.3.1. Develop project plan.	Mary Korfhage		
Outcome 2.3.2. Requirements gathering	Mary Korfhage	7/12	8/12
Task 2.3.2.1. Review existing needs analysis internally and with campus stakeholders.	Mary Korfhage, Elaine Maher	9/12	9/12
Task 2.3.2.2. Review multiple internal and external data sources.	Mary Korfhage, Elaine Maher	10/12	11/12
Task 2.3.2.3. Complete detailed requirement specifications	Mary Korfhage, Elaine Maher	12/12	1/13

Outcome 2.3.3. Universe development			
Task 2.3.3.1. Prepare universe model.	Contract Developer 1 (TBA)	2/13	2/13
Task 2.3.3.2. Create universe.	Contract Developers 1 & 2 (TBA)	3/13	3/13
Task 2.3.3.3. Develop Webi Development.	Elaine Maher	4/13	4/13
Task 2.3.3.4. Develop quality analysis unit testing.	Mary Korfhage	4/13	4/13
Task 2.3.3.5. Develop user acceptance testing.	Mary Korfhage	5/13	5/13
Task 2.3.3.6. Prepare help tutorials and videos.	Mary Korfhage, Elaine Maher	5/13	5/13
Task 2.3.3.7. Develop user training.	Contract Developers 1 & 2 (TBA); Mary Korfhage; Elaine Maher	6/13	6/13
Outcome 2.3.4. Complete production move.	Contract Developer 1 (TBA); Mary Korfhage		6/13
Deliverable 2.4. Incorporate additional CPE data sources into KPEDS, including financial data.		9/13	9/14
Expand KPEDS' summary-level data collection system to include detailed finance data collected from public institutions, as well as summary-level collections like preliminary annual degrees and licensure exam results. These data are currently collected via paper or Excel files; they are stored as flat files that cannot be accessed by the data warehouse.			
Task 2.4.1. Develop project plan.	Heidi Hiemstra; Deepa Dubal	9/13	9/13
Task 2.4.2. Requirements gathering			
Task 2.4.2.2. Complete detailed software requirement specifications.	Mary Korfhage; Elaine Maher	8/13	10/13
Task 2.4.3. Database development			
Task 2.4.3.1. Prepare data model.	Mary Korfhage	11/13	11/13
Task 2.4.3.2. Create database.	Mary Korfhage	11/13	11/13

Task 2.4.4. System development	Contract Developers 1 & 2 (TBA)		
Task 2.4.4.1. Development phase.	Elaine Maher	12/13	5/14
Task 2.4.4.2. Develop quality analysis unit testing.	Mary Korfhage	6/14	7/14
Task 2.4.4.3. Develop acceptance testing.	Mary Korfhage	7/14	7/14
Task 2.4.4.4. Prepare help tutorials and videos.	Mary Korfhage; Elaine Maher	8/14	8/14
Task 2.4.4.5. Develop user training.	Contract Developers 1 & 2 (TBA)	8/14	8/14
Task 2.4.5. Complete production move.		9/14	9/14
Deliverable 3.1. Expand and enhance the functionality, accuracy, and compatibility of EPSB's three discrete operational systems that feed the P-20 SLDS—the Admission and Exit Program system, the Assessment system, and the Cooperating Teacher system.			
Task 3.1.1. Develop project plan for system expansions.	Scott Smith	5/12	5/12
Task 3.1.2. Define requirements.	Phillip Mills & Scott Smith	5/12	7/12
Task 3.1.3. Review requirements with Division of Educator Preparation.	Phillip Mills & Scott Smith, Kim Walter Parker	5/12	7/12
Task 3.1.4. Update requirement documentation.	Phillip Mills & Scott Smith	5/12	7/12
Task 3.1.5. Complete requirements for system.	Phillip Mills & Scott Smith	5/12	7/12
Task 3.1.6. Hire technical staff.	Phillip Mills & Scott Smith	5/12	7/12
Task 3.1.7. Design system for student teacher expansion.	Technical Team & Scott Smith	7/12	9/12
Task 3.1.8. Design of system business process flow.	Technical Team & Scott Smith	7/12	9/12

Task 3.1.9. Design of database structure.	Technical Team & Scott Smith	7/12	9/12
Task 3.1.10. Development of code.	Technical Team & Scott Smith	9/12	12/12
Task 3.1.11. System Testing for Student Teacher Expansion	Testing Team & Scott Smith	11/12	1/13
Task 3.1.12. Unit testing	Testing Team & Scott Smith	11/12	1/13
Task 3.1.13. User acceptance testing	Kim Walter Parker & College of Education Personnel.	1/13	1/13
Task 3.1.14. System implementation for student teacher expansion.	Production support	2/12	2/13
Task 3.1.15. Customer notification of the new system implementation.	Kim Walter Parker & College of Education Staff.	2/13	2/13
Task 3.1.16. Implementation of the system into a production environment.	Production support	2/13	2/13
Task 3.1.17. System support for student teacher expansion.	Scott Smith	2/13	4/13
Deliverable 3.2. Expand EPSB's reporting dashboard to provide existing and new teacher certification and workforce data that can help researchers, parents, local school districts, and state policy-makers better understand the composition and quality of Kentucky's educator workforce, as well as the impact of educator preparation programs on student outcomes.			
Task 3.2.1. Define Requirements	Division of Education Preparation, Mike Carr, Phillip Mills & Scott Smith	8/12	9/12
Task 3.2.2. Review Requirements with Division of Educator Preparation	Division of Education Preparation,	9/12	10/12

	Mike Carr, Phillip Mills & Scott Smith		
Task 3.2.3. Update Requirement Documentation	Division of Education Preparation, Mike Carr, Phillip Mills & Scott Smith	9/12	10/12
Task 3.2.4. Complete requirement for System	Division of Education Preparation, Mike Carr, Phillip Mills & Scott Smith	10/12	10/12
Task 3.2.5. System Design for College Recommendation and Program Expansion	Technical Team & Scott Smith	2/13	4/13
Task 3.2.6. Design of system business process flow.	Technical Team & Scott Smith	4/13	5/13
Task 3.2.7. Design of database structure.	Technical Team & Scott Smith	5/13	5/13
Task 3.2.8. Develop of code.	Technical Team & Scott Smith	6/13	9/13
Task 3.2.9. System Testing for College Recommendation and Program Expansion	Testing Team & Scott Smith	8/13	11/13
Task 3.2.10. Unit testing	Testing Team & Scott Smith	8/13	10/13
Task 3.2.11. User acceptance testing	Division of Education Preparation, Mike Carr & Scott Smith & College of Ed Pilot Staff.	11/13	11/13

Task 3.2.12. System Implementation for College Recommendation and Program Expansion	Production Support Team, Technical Team & Scott Smith	12/13	12/13
Task 3.2.13. Customer notification of the new system implementation	Division of Education Preparation	1/14	1/14
Task 3.2.14. Implementation of the system into a production environment.	Production Support Team, Technical Team	1/14	1/14
Task 3.2.15. System Support for College Recommendation and Program Expansion	Technical Team, Production Support Team & Scott Smith	1/14	3/14
Task 3.2.16. Development of project plan for Assessment System Expansion		10/12	11/12
Task 3.2.17. Define Requirements	Division of Education Preparation, Division of Certification, Scott Smith and Phillip Mills	11/12	11/12
Task 3.2.18. Review Requirements with Division of Professional Learning and Assessments & the Division of Certification.	Division of Certification, Division of Professional Learning and Assessments, Scott Smith and Phillip Mills	12/12	12/12
Task 3.2.19. Update Requirement Documentation	Phillip Mills & Scott Smith	12/12	1/14
Task 3.2.20. Complete requirement for System	Phillip Mills	1/14	2/14

	& Scott Smith		
Task 3.2.21. System Design for Assessment System Expansion	Technical Team & Scott Smith	2/14	4/14
Task 3.2.22. Design of system business process flow.	Technical Team & Scott Smith	4/14	5/14
Task 3.2.23. Design of database structure.	Technical Team & Scott Smith	5/14	5/14
Task 3.2.24. Develop of code.	Technical Team & Scott Smith	5/14	8/14
Task 3.2.25. System Testing for Assessment System Expansion	Testing Team	8/14	9/14
Task 3.2.26. Unit testing	Testing Team	8/14	8/14
Task 3.2.27. User acceptance testing	Division of Certification, Mike Carr and Division of Professional Learning and Assessment.	8/14	8/14
Task 3.2.28. System Implementation for Assessment System Expansion	Production support	9/14	9/14
Task 3.2.29. Customer notification of the new system implementation	Division of Education Preparation, Mike Carr	9/14	9/14
Task 3.2.30. Implementation of the system into a production environment.	Production support & Technical Team	9/14	9/14
Task 3.2.31. System Support for Assessment System Expansion	Production support, Technical Team & Scott Smith	9/14	11/14

PROJECT MANAGEMENT AND GOVERNANCE PLAN

The Kentucky Department of Education will act as fiscal agent, but the project itself will be located in the Education and Workforce Development Cabinet. Management of the project will occur through the P-20 Data Collaborative, which is located for administrative purposes within the Education and Workforce Development Cabinet with its own independent governance board. The Cabinet also houses the KDE, EPSB, Workforce Development, and Unemployment Insurance, among others. The Education and Workforce Development Cabinet Secretary reports directly from the Executive Branch to the Governor.

Project Governance

The Kentucky P-20 Data Collaborative Governing Board will oversee all aspects of the project by receiving regular quarterly updates from the P-20 Data Collaborative Executive Director, who serves as project director for all aspects of this grant. The P-20 Data Collaborative Governing Board is composed of the following state leadership positions:

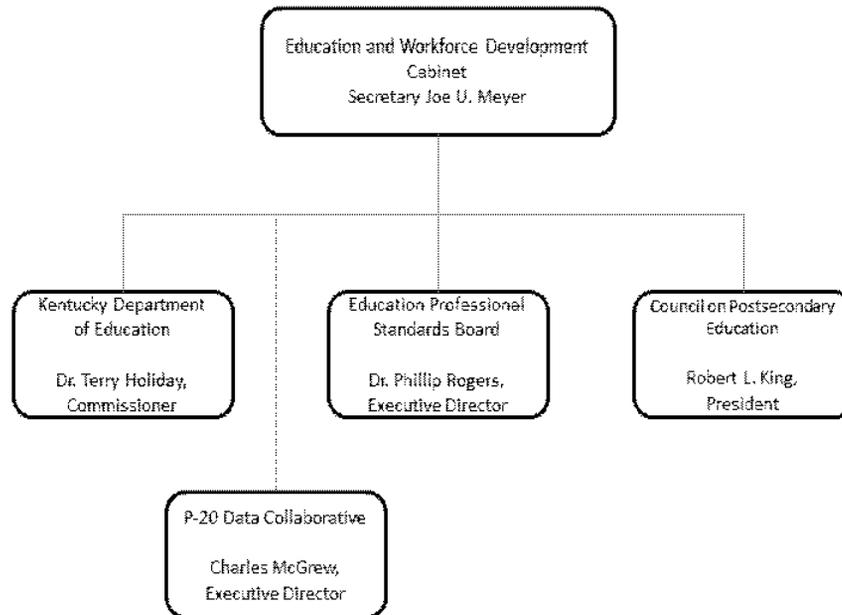
- Dr. Terry Holliday, Commissioner of the Department of Education.
- Robert L. King, President of the Kentucky Council on Postsecondary Education.
- Phillip Rogers, Executive Director of the Kentucky Education Professional Standards Board.
- Cabinet Secretary Joseph U. Meyer, Secretary of Education and Workforce Development Cabinet.

Governor Steven L. Beshear signed Executive Order 2010-382, which charges this group with the responsibility of developing and operating the Kentucky P-20 SLDS for the purpose of linking data across agencies to provide evaluative and informative information. This order builds upon the MOA that the agencies had already signed which allows for the exchange of data under state and federal law. Copies of both these documents can be found in Appendix A.

The P-20 Data Collaborative Executive Director will serve as Project Director for this overall grant project. The Project Director will provide the Governing Board with quarterly progress updates. Issues that cannot be resolved between the Project Director and agency project managers will be elevated to the Governing Board for resolution.

The data that comprises the Kentucky P-20 SLDS originates from the partner agencies involved in this project. This means that each agency and its leadership have a vested interest in the success of the project. In the true spirit of collaboration, all decisions made regarding the direction of the project by the Governing Board will be unanimous. In this way, each agency and its respective leader will have a voice in the direction and outcomes of the project.

Kentucky P-20 Data Collaborative Governance Structure



Project Management

Staff from the CPE, the EPSB, and the Education and Workforce Development Cabinet will work closely with KDE and the Collaborative to develop and implement all project deliverables. The overall grant initiative will be managed by the P-20 Data Collaborative Executive Director. Each of the three individual projects will be managed by the project manager from the primary agency for that initiative.

The Collaborative will be charged with convening status meetings, tracking project work plans, providing support required by the partner agencies, and ensuring the success of the project. The Collaborative will manage the project using accepted project management processes, including the creation of planning documents, a project plan and timeline, budget documents, logs of issues to be resolved, and agreements to project plan changes using accepted project management protocol. The three project managers will provide documentation and updates to the Collaborative weekly, and each will lead a project team.

The P-20 Data Collaborative will also be responsible for providing regular communication updates to the partner agencies and other interested stakeholders to ensure that everyone is kept abreast of project progress, milestones, and news. This communication will include monthly status reports on project progress, initiatives and issues to be resolved. Additionally, all required reporting related to this grant will be completed by the Collaborative.

Monthly Status Reports

In order to ensure effective communication, the P-20 Data Collaborative Executive Director will convene a monthly meeting with the three project managers of the three primary projects to discuss progress. During these monthly status meetings, issues related to the successful completion of this project will be discussed and work assignments and responsibilities among the partner agencies will be agreed upon.

Weekly Status Meetings

Each of the three project managers will convene weekly team meetings with members of their project team to review progress, discuss deliverables, and identify any issues or changes to the project plan or risks that could impede the team's ability to complete deliverables on time. The minutes of these meetings will be forwarded to the P-20 Data Collaborative Executive Director.

STAFFING

Charles McGrew, Executive Director, P-20 Data Collaborative

Mr. McGrew has twenty years of experience in institutional and educational research. As Executive Director of the P-20 Data Collaborative he has managed the activities under the 2009 SLDS grant to build Kentucky's P-20 SLDS and is responsible for its continued operation and expansion. Prior to joining this project he was the Director of P-20 for the Data Quality Campaign and prior to that he was Assistant Vice-President for Information and Research at the (Kentucky) Council on Postsecondary Education where he coordinated the development of the Kentucky High School Feedback Report and the CPE Data Portal. In this project, Mr. McGrew, as Project Director will provide oversight of the entire project and coordinate with the three project managers to ensure that each of the deliverables is completed to the requirements of the grant. Mr. McGrew will commit 25% of his time to these tasks which will be in-kind funded.

Ron Crouch, Director, Research and Statistics Branch, Education and Workforce Development Cabinet.

Mr. Crouch will provide his expertise in the understanding of Kentucky's workforce data systems and appropriate use of the information with respect to data integrity, data alignment and privacy. Mr. Crouch will commit 5% of his time to the associated tasks which will be in-kind support.

Rich Miller, P-20 Project Manager

This position will be 100% grant funded and dedicated 100% to the funded deliverables. Mr. Miller is the current project manager for the funded SLDS and will provide continuity for the enhanced phases. The project manager role will facilitate the development of detailed deliverables and milestones, the tasks, activities and resources required to address these outcomes. The project manager will also report regular status updates and budget implications during the execution of the project tasks.

Linda Borkosky, P-20 Business Analyst

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The Business Analyst will have a strong understanding of business analysis and process improvement and strong conceptual, analytical and problem solving skills. He/she will work closely with staff, contractors, potential system users and other groups to capture business requirements, document workflow and user needs. He/she will also develop and maintain documentation for P-20 SLDS project for instructional and training purposes.

Tom Hogg, P-20 SQL Data Developer

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The SQL Developer will be responsible for developing applications and integrations using the Microsoft SQL Server platform. This will include reports, vendor exports, data warehousing tasks and other data related tasks. This position requires excellent communication, technical and project management skills.

Chuck Murphy, P-20 Data Architect

The Data Architect will be responsible for setting data policy and technical solution for the management, storage, access, navigation, movement, and transformation of data. Other responsibilities include creating and maintaining the Metadata Repository for P-20 SLDS.

Scott Smith, EPSB Information Technology Manager

The EPSB Information Technology Manager will hire the required staff to implement the grant activities and provide oversight to all activities funded under the grant. Mr. Smith has responsibility for ensuring grant benchmarks are attained and for adherence of all EPSB staff to the project timeline. Mr. Smith will serve as Project Manager for the expansion of the project and will commit 75 percent of his time to the management of the associated grant activities.

Deepa Dubal, CPE Project Manager, Director of Information Systems

Deepa Dubal will serve as project manager for the CPE work team. She has over sixteen years of IT experience in various industries including intelligent automation solutions, customer relations management, airlines and postsecondary education. As Director of Information Systems, Ms. Dubal has successfully delivered several high-profile projects, including Kentucky's Virtual Campus, an automated billing system, data collection tools and a successful data warehouse. Ms. Dubal leads a team of nine IT professionals, providing vision for building enterprise solutions that create efficiencies through innovation. This position is 100% agency funded, and will dedicate 35% of FTE to the funded deliverables.

Heidi Hiemstra, CPE Assistant Vice President, Research and Planning

Heidi Hiemstra, Ph.D., will provide oversight and direction to the business rules and requirements developed for the project. She has seven years of experience working with CPE's student-level data, first as a data analyst, then as unit director and now as AVP. For the past three years, she has been responsible for the stewardship of KPEDS data, including data collection from Kentucky's colleges and universities, the management, updating and communication of the data submission guidelines, and data quality and validation initiatives. As

the lead business user of KPEDS, Dr. Hiemstra also provides vision, process and user understanding. This position is 100% agency funded, and will dedicate 10% of FTE to the funded deliverables.

Elaine Maher, CPE Business Analyst

Elaine Maher holds over twenty years of IT experience including eleven years with various CPE, Kentucky Virtual Campus, KY Virtual Library and Kentucky Adult Education applications and databases. Ten years of her CPE experience includes application development, support, quality control, project requirements and implementation, and user communication efforts. This position is 100% agency funded, and will dedicate 75% of FTE to the funded deliverables.

Mary Korfhage, CPE Data Quality Analyst

Mary Korfhage, Ph.D., will design data quality reports and processes, perform validation and testing, and work closely with the business analyst to develop business requirements for the new KPEDS components. In addition to a long career in higher education institutional research, Dr. Korfhage is currently working at CPE in a position funded by the Collaborative's 2009 SLDS grant. In this role, she has developed specifications and documentation of postsecondary data and files transmitted to Kentucky's P-20 Data Collaborative; validated agency data prior to transmission to P-20 and after loading into the Collaborative's warehouse; and audited agency data and recommended enhancements to its collection and edit procedures. This part-time position will be 100% grant funded and dedicated 100% to the funded deliverables.

CPE Contract Developer 1, To Be Hired

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The position will enhance the KPEDS data warehouse with funded components and implement Business Objects

CPE Contract Developer 2, To Be Hired

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The position will develop various KPEDS modules based on project requirements and scope.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Grant

	Salary/ Contractor Rate/ Unit Cost	FTE %	Year 1	Year 2	Year 3	3-Year Total
Deliverable 1.1 Integrate employment, earnings, and unemployment data into the Kentucky P20 SLDS						
1. Personnel						
Ron Crouch - Workforce Development						
2. Fringe Benefits						
Ron Crouch - Workforce Development						
3. Travel						
IES SLDS Annual Mtg	\$2,500/person	n/a	\$5,000	\$5,000	\$5,000	\$15,000
4. Equipment						
	Developer 50% of \$1,300	50%	\$650	\$0	\$0	\$650
Developer Computer						
PM Computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
Servers	30000	20%	\$6,000			\$6,000
Server Overhead Storage	18000	20%	\$1,200	\$1,200	\$1,200	\$3,600
Total Equipment			\$8,570	\$1,200	\$1,200	\$10,970
5. Suplies / Software						
Developer Software	\$8,215	50%	\$4,108	\$0	\$0	\$4,108
BA Software	137.5	20%	\$28	\$0	\$0	\$28
PM Software	237.5	20%	\$48	\$0	\$0	\$48
Other supplies	9000	20%	\$1,000	\$400	\$400	\$1,800
Total Supplies/Software			\$5,183	\$400	\$400	\$5,983
6. Contractual						
Executive Director						
Developer	\$60/hr	33%	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	\$60/hr	25%	\$31,250	\$31,250	\$31,250	\$93,750

Project Manager	\$60/hr	20%	\$25,000	\$25,000	\$25,000	\$75,000
Total Contractual			\$97,917	\$97,917	\$97,916	\$293,750
7. Construction						
None						
8. Other:						
Overhead						
9. Total Cost for Deliverable 1.1						\$325,703

**Deliverable 1.2 Integrate data from the
Employ Kentucky Operating System (EKOS)
into the Kentucky P20 SLDS**

1. Personnel						
Ron Crouch - Workforce Development						
2. Fringe Benefits						
Ron Crouch - Workforce Development						
3. Travel						
None						
4. Equipment						
	Developer 50%					
Developer Computer	of \$1,300	50%	\$650	\$0	\$0	\$650
PM Computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
Servers	30000	20%	\$6,000			\$6,000
Server Overhead Storage	18000	20%	\$1,200	\$1,200	\$1,200	\$3,600
Total Equipment			\$8,570	\$1,200	\$1,200	\$10,970
5. Supplies / Software						
Developer Software	\$8,215	50%	\$4,108	\$0	\$0	\$4,108
BA Software	137.5	20%	\$28	\$0	\$0	\$28
PM Software	237.5	20%	\$48	\$0	\$0	\$48
Other supplies	9000	20%	\$1,000	\$400	\$400	\$1,800

Total Supplies/software			\$5,183	\$400	\$400	\$5,983
6. Contractual						
Executive Director						
Developer	\$60/hr	33%	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	\$60/hr	25%	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	\$60/hr	20%	\$25,000	\$25,000	\$25,000	\$75,000
Total Contractual			\$97,917	\$97,917	\$97,916	\$293,750
7. Construction						
None						
8. Other:						
Overhead						
9. Total Cost for Deliverable 1.2						\$310,703

Deliverable 1.3 Deploy a statewide enterprise business intelligence tool that will expand access to authorized users across education and workforce programs.

1. Personnel						
Ron Crouch - Workforce Development						
2. Fringe Benefits						
Ron Crouch - Workforce Development						
3. Travel						
None						
4. Equipment						
Computer for Report Writer	\$1,300	100%			\$1,300	\$1,300
PM Computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
Servers	30000	20%	\$6,000			\$6,000
Server Overhead Storage	18000	20%	\$1,200	\$1,200	\$1,200	\$3,600

Business Object Hardware	100% of 7500	100%	\$0	\$0	\$7,500	\$7,500
Total Equipment			\$7,920	\$1,200	\$10,000	\$19,120
5. Suplies / Software						
BA Software	137.5	20%	\$28	\$0	\$0	\$28
PM Software	237.5	20%	\$48	\$0	\$0	\$48
Software for Report Writer (SPSS, Microsoft)	\$3,637	100%	\$0	\$0	\$3,637	\$3,637
Business Objects	700,000	100%	\$0	\$0	\$700,000	\$700,000
Other supplies	9000	20%	\$1,000	\$400	\$400	\$1,800
Total supplies/Software			\$1,075	\$400	\$704,037	\$705,512
6. Contractual						
Executive Director						
Report Writer	\$60/hr	100%	\$0	\$0	\$125,000	\$125,000
Project Manager	\$60/hr	20%	\$25,000	\$25,000	\$25,000	\$75,000
Total Contractual			\$25,000	\$25,000	\$150,000	\$200,000
7. Construction						
None						
8. Other:						
Overhead						
9. Total Cost for Deliverable 1.3						\$924,632

Deliverable 1.4 Expand the P-20 Data Portal to include reports and other information products about workforce outcomes

1. Personnel
Ron Crouch - Workforce Development
2. Fringe Benefits
Ron Crouch - Workforce Development
3. Travel
None

4. Equipment						
PM Computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
Servers	20% of 30000	20%	\$6,000			\$6,000
Server Overhead Storage	20% of 18000	20%	\$1,200	\$1,200	\$1,200	\$3,600
Total Equipment			\$7,920	\$1,200	\$1,200	\$10,320
5. Supplies / Software						
BA Software	137.5	20%	\$28	\$0	\$0	\$28
PM Software	237.5	20%	\$48	\$0	\$0	\$48
Other supplies	20% of 9000	20%	\$1,000	\$400	\$400	\$1,800
Total supplies/Software			\$1,075	\$400	\$400	\$1,875
6. Contractual						
Executive Director						
Business Analyst	\$60/hr	25%	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	\$60/hr	20%	\$25,000	\$25,000	\$25,000	\$75,000
Total Contractual			\$56,250	\$56,250	\$56,250	\$168,750
7. Construction						
None						
8. Other:						
Overhead						
9. Total Cost for Deliverable 1.4						\$180,945

Deliverable 1.5 Complete a feasibility study to determine ways to incorporate employment data on federal employees, military personnel, and Kentuckians working out-of-state into the P20 SLDS

1. Personnel
Ron Crouch - Workforce Development

2. Fringe Benefits

Ron Crouch - Workforce Development

3. Travel

None

4. Equipment

PM Computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	20%	\$360	\$0	\$0	\$360
Servers	30000	20%	\$6,000			\$6,000
Server Overhead Storage	18000	20%	\$1,200	\$1,200	\$1,200	\$3,600
Total Equipment			\$7,920	\$1,200	\$1,200	\$10,320

5. Supplies / Software

BA Software	137.5	20%	\$28	\$0	\$0	\$28
PM Software	237.5	20%	\$48	\$0	\$0	\$48
Other supplies	9000	20%	\$1,000	\$400	\$400	\$1,800
Total supplies/Software			\$1,075	\$400	\$400	\$1,875

6. Contractual

Executive Director

Developer	\$60/hr	33%	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	\$60/hr	25%	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	\$60/hr	20%	\$25,000	\$25,000	\$25,000	\$75,000
Total Contractual			\$97,917	\$97,917	\$97,916	\$293,750

7. Construction

None

8. Other:

Overhead

9. Total Cost for Deliverable 1.5 **\$305,945**

Deliverable 2.1 KPEDS On-line data dictionary/data collection guidelines

1. Personnel
 Heidi Hiemstra - Lead
 Bob King - President CPE

2. Fringe Benefits
 Heidi Hiemstra - Lead
 Bob King - President CPE

3. Travel
 None

4. Equipment

Servers for storage	\$50,000	25%	\$12,500	\$0	\$0	\$12,500
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5. Supplies / Software
 None

6. Contractual

Developer	\$60/hr	33.30%	\$41,667	\$41,667	\$0	\$83,334
Developer	\$60/hr	33.30%	\$41,667	\$41,667	\$0	\$83,334
Data quality Analyst	\$36/hr	25%	\$18,750	\$18,750	\$0	\$37,500
Data Administrator	\$96/hr	33%	\$16,667	\$0	\$0	\$16,667
Total Contractual			\$118,751	\$102,084	\$0	\$220,835

7. Construction
 None

8. Other:

Overhead

9. Total Cost for Deliverable 2.1			\$131,251	\$102,084	\$0	\$233,335
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Deliverable 2.2 Administrative tracking system

1. Personnel

Heidi Hiemstra - Lead
 Bob King - President CPE

2. Fringe Benefits

Heidi Hiemstra - Lead
 Bob King - President CPE

3. Travel

None

4. Equipment

Servers for storage	\$50,000	25%	\$12,500	\$0	\$0	\$12,500
---------------------	----------	-----	----------	-----	-----	----------

5. Supplies / Software

6. Contractual

Developer	\$60/hr	33.30%	\$41,667	\$41,667	\$0	\$83,334
Developer	\$60/hr	33.30%	\$41,667	\$41,667	\$0	\$83,334
Data quality Analyst	\$36/hr	25%	\$18,750	\$18,750	\$0	\$37,500
Data Administrator	\$96/hr	33%	\$16,667	\$0	\$0	
Total Contractual			\$118,751	\$102,084	\$0	\$204,168

7. Construction

None

8. Other:

None

9. Total Cost for Deliverable 2.2			\$131,251	\$102,084	\$0	\$216,668
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Deliverable 2.3 KPEDS Business Objects

Universe

1. Personnel

Heidi Hiemstra - Lead

Bob King - President CPE

2. Fringe Benefits

Heidi Hiemstra - Lead

Bob King - President CPE

3. Travel

4. Equipment

Servers for storage	\$50,000	25%	\$12,500	\$0	\$0	\$12,500
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5. Supplies / Software

6. Contractual

Business Objects Developer	\$60/hr	100%	\$0	\$65,000	\$0	\$65,000
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Data quality Analyst	\$36/hr	25%	\$18,750	\$18,750	\$0	\$37,500
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Total Contractual			\$18,750	\$83,750	\$0	\$102,500
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7. Construction

None

8. Other:

9. Total Cost for Deliverable 2.3			\$31,250	\$83,750	\$0	\$115,000
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Deliverable 2.4 Incorporate Other CPE Data Sources into KPEDS, Including Financial Data

1. Personnel

Heidi Hiemstra - Lead

Bob King - President CPE

2. Fringe Benefits

Heidi Hiemstra - Lead

Bob King - President CPE

3. Travel

4. Equipment

Servers for storage	\$50,000	25%	\$12,500	\$0	\$0	\$12,500
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5. Supplies / Software

6. Contractual

Developer	\$60/hr	33.30%	\$41,666	\$41,666	\$0	\$83,332
Developer	\$60/hr	33.30%	\$41,666	\$41,666	\$0	\$83,332
Data quality Analyst	\$36/hr	25%	\$18,750	\$18,750	\$0	\$37,500
Data Administrator	\$96/hr	33%	\$16,666	\$0	\$0	\$16,666
Total Contractual			\$118,748	\$102,082	\$0	\$220,830

7. Construction

None

8. Other:

9. Total Cost for Deliverable 2.4			\$131,248	\$102,082	\$0	\$233,330
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Deliverable 3.1 Expanding the current data system to include teacher data fields that eventually feed into the P-20 Repository

1. Personnel

Scott Smith - EPSB Lead

Phil Rogers - Executive Director, EPSB

None

2. Fringe Benefits

Scott Smith - EPSB Lead

Phil Rogers - Executive Director, EPSB

3. Travel

4. Equipment

Servers - 2	15,000	50%	\$7,500	\$0	\$0	\$7,500
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5. Supplies / Software

Developer Software - 2 Developers	6000	50%	\$3,000	\$0	\$0	\$3,000
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6. Contractual

Developer	\$60/hr	50%	\$62,500	\$62,500	\$62,500	\$187,500
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Developer	\$60/hr	50%	\$62,500	\$62,500	\$62,500	\$187,500
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Total Contractual			\$125,000	\$125,000	\$125,000	\$375,000
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7. Construction

None

8. Other:

9. Total Cost for Deliverable 3.1						\$385,500
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Deliverable 3.2 Expanding reporting (data dashboard) to include teacher data

1. Personnel

Scott Smith - EPSB Lead

Phil Rogers - Executive Director, EPSB

None							
2. Fringe Benefits							
Scott Smith - EPSB Lead							
Phil Rogers - Executive Director, EPSB							
3. Travel							
4. Equipment							
Servers - 2	15,000	50%	\$7,500	\$0	\$0	\$7,500	
5. Supplies / Software							
Developer Software - 2 Developers	6000	50%	\$3,000	\$0	\$0	\$3,000	
Total Supplies software			\$3,000			\$3,000	
6. Contractual							
Developer	\$60/hr	50%	\$62,500	\$62,500	\$62,500	\$187,500	
Developer	\$60/hr	50%	\$62,500	\$62,500	\$62,500	\$187,500	
Total Contractual			\$125,000	\$125,000	\$125,000	\$375,000	
7. Construction							
None							
8. Other:							
9. Total Cost for Deliverable 3.2			\$135,500	\$125,000	\$125,000	\$375,000	

GRANT - SECTION A

	Year1	Year2	Year3	Total
Personnel				
Fringe Benefits				
Travel	\$5,000	\$5,000	\$5,000	\$15,000
Equipment	\$105,900	\$6,000	\$14,800	\$126,700
Supplies	\$19,591	\$2,000	\$705,637	\$727,228

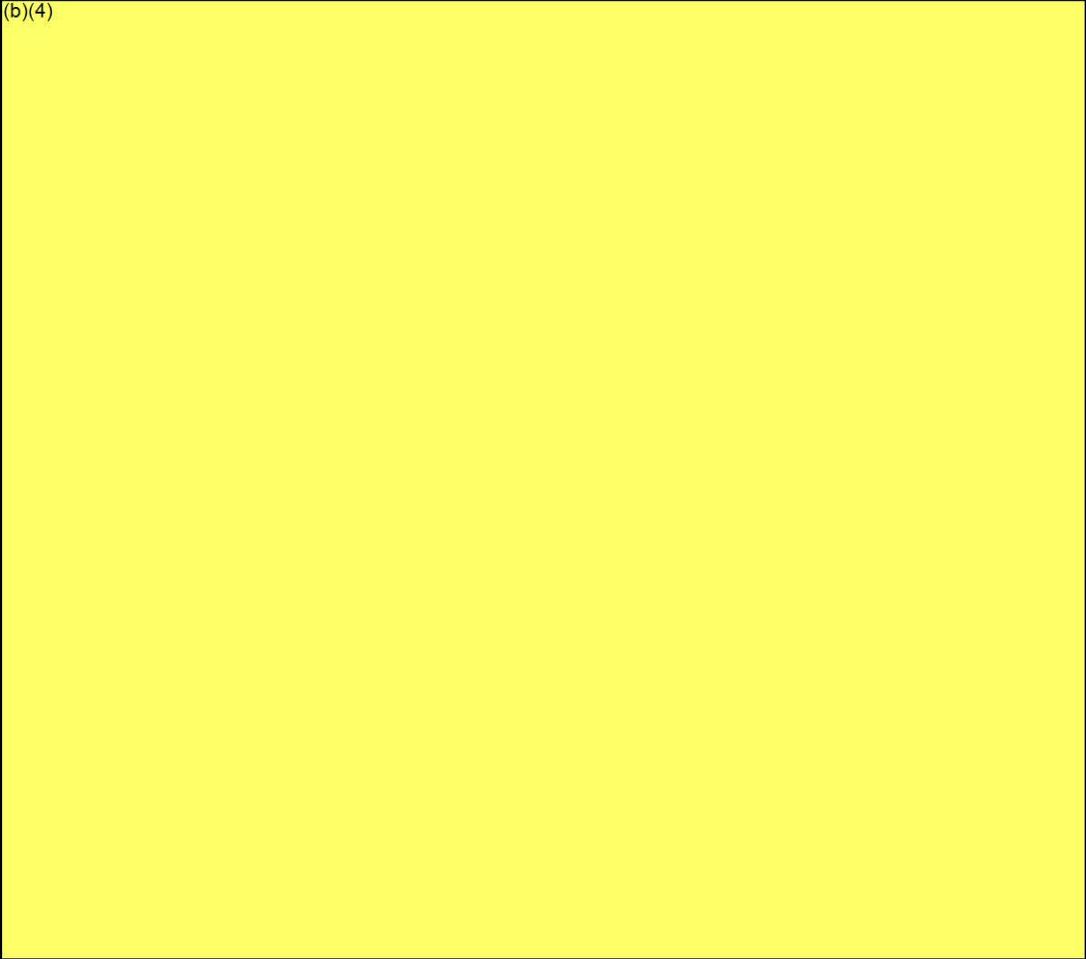
Contractual	\$1,000,001	\$1,015,001	\$749,998	\$2,765,000
Constuction				\$0
Other				\$0
Indirect cost				\$0
Training Stipends				\$0
				\$3,633,928

In-Kind

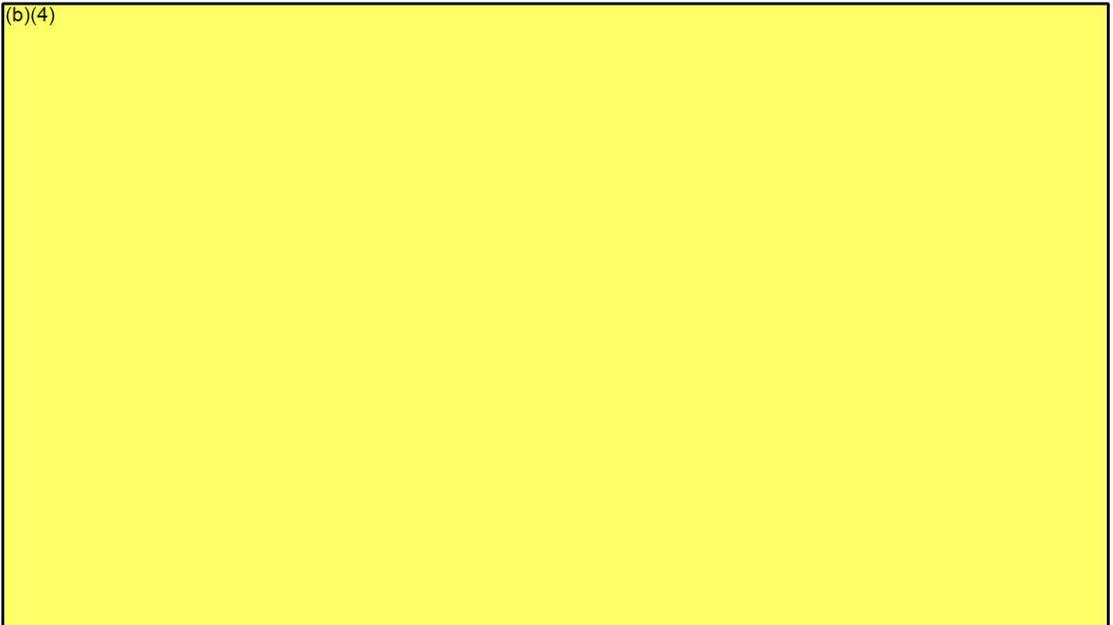
Salary/
Contractor
Rate/ Unit
Cost

FTE % Year 1 Year 2 Year 3 3-Year Total

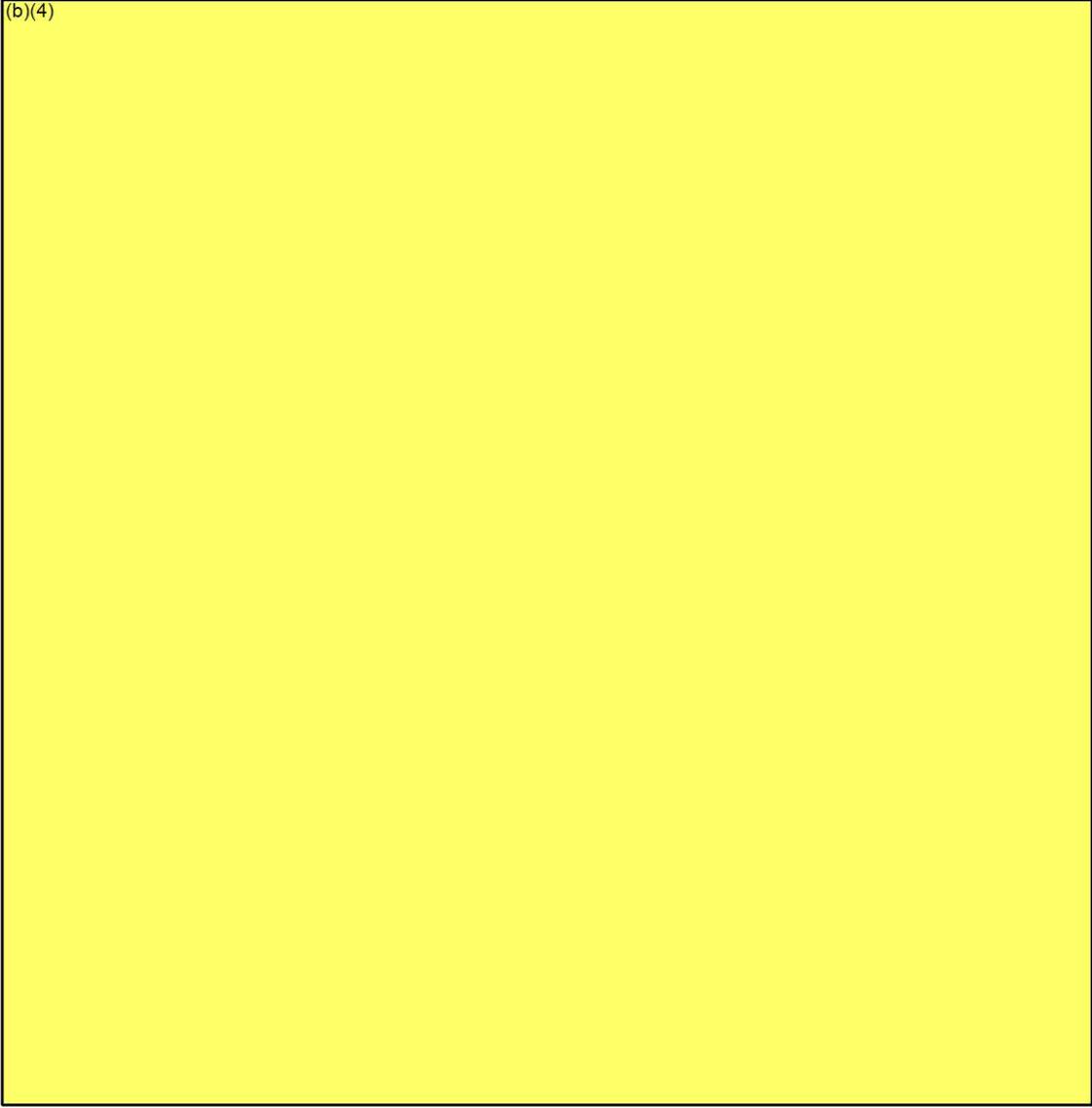
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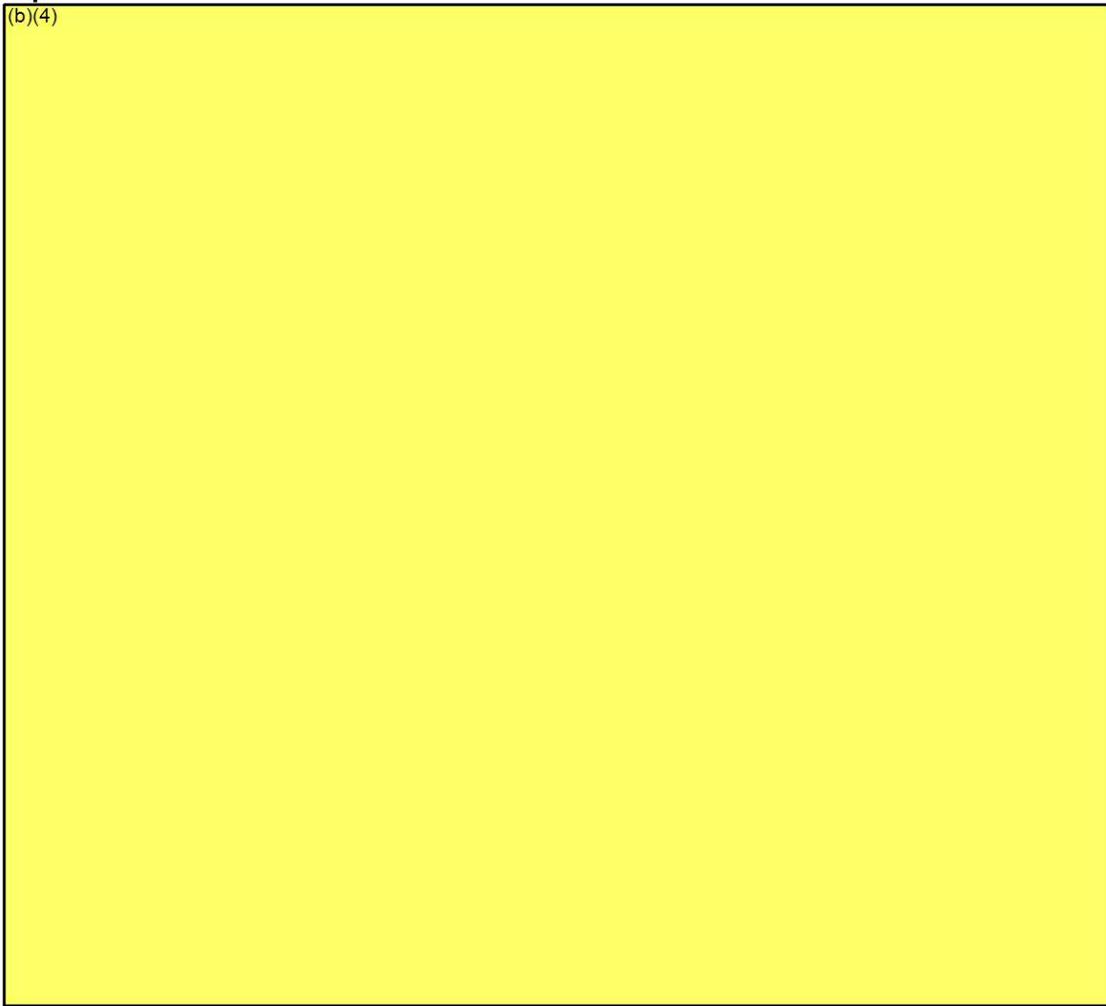
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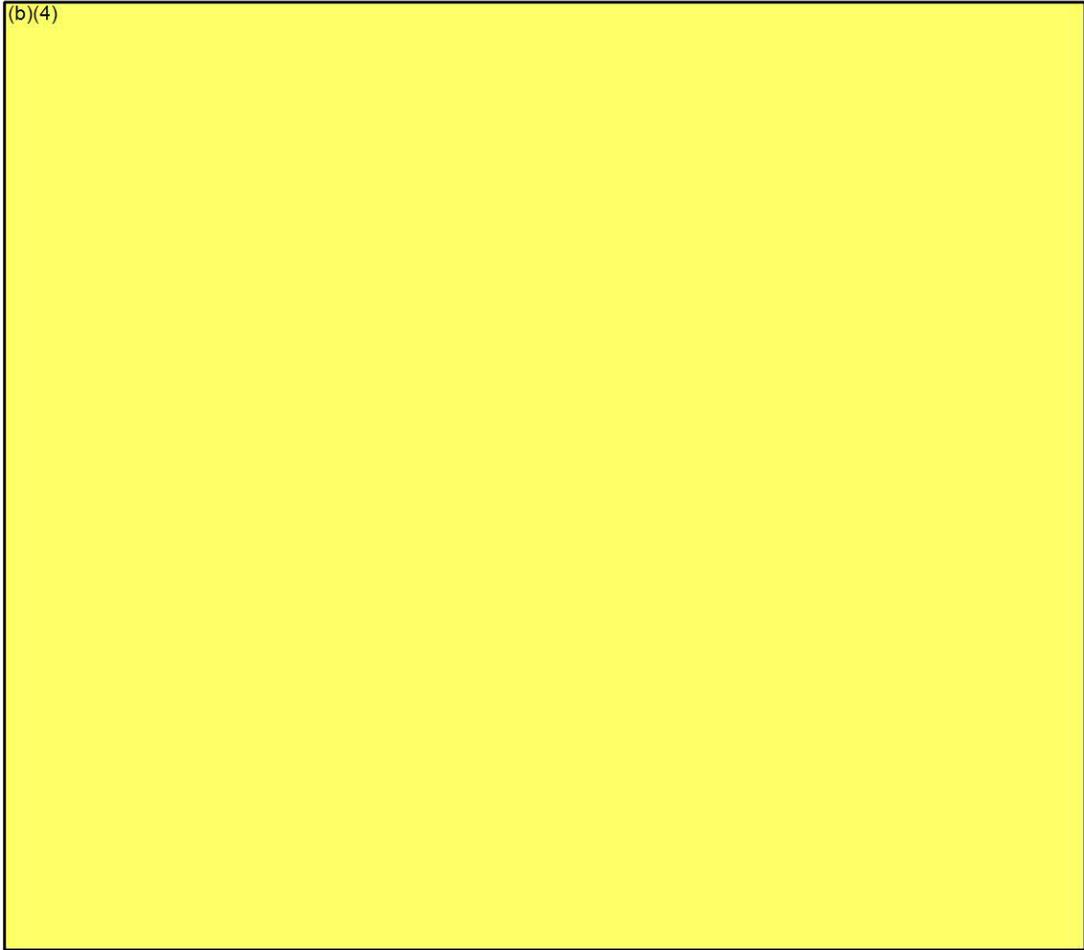
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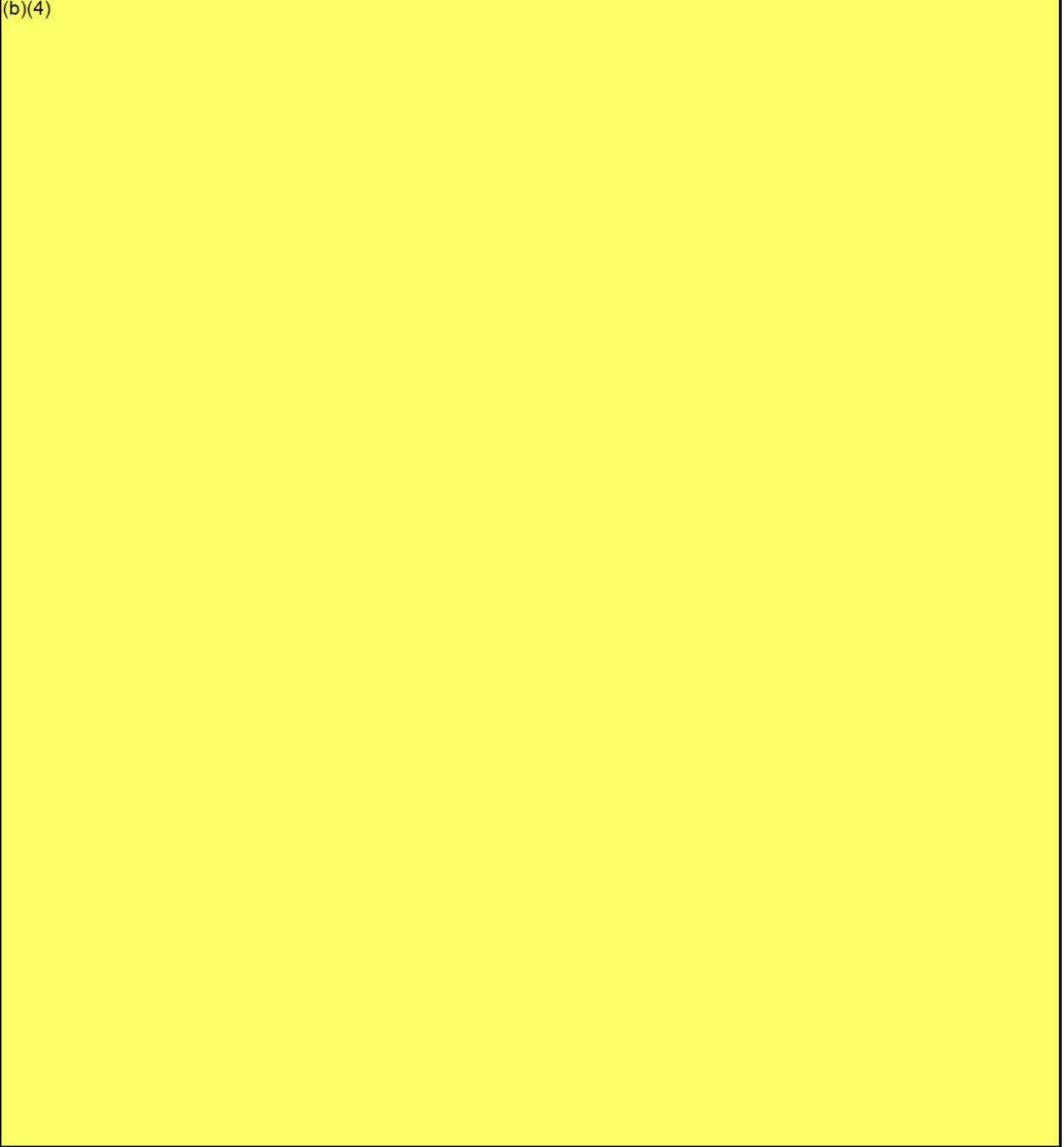
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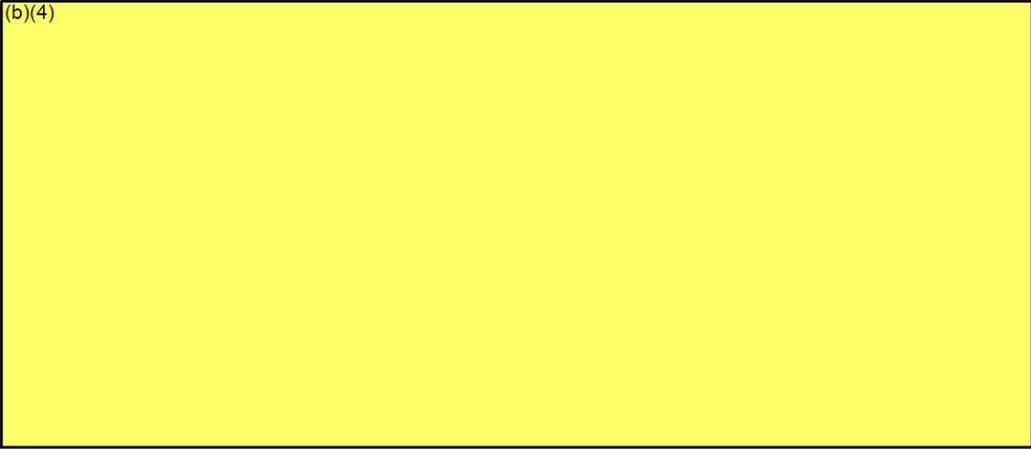
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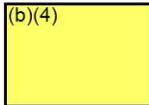
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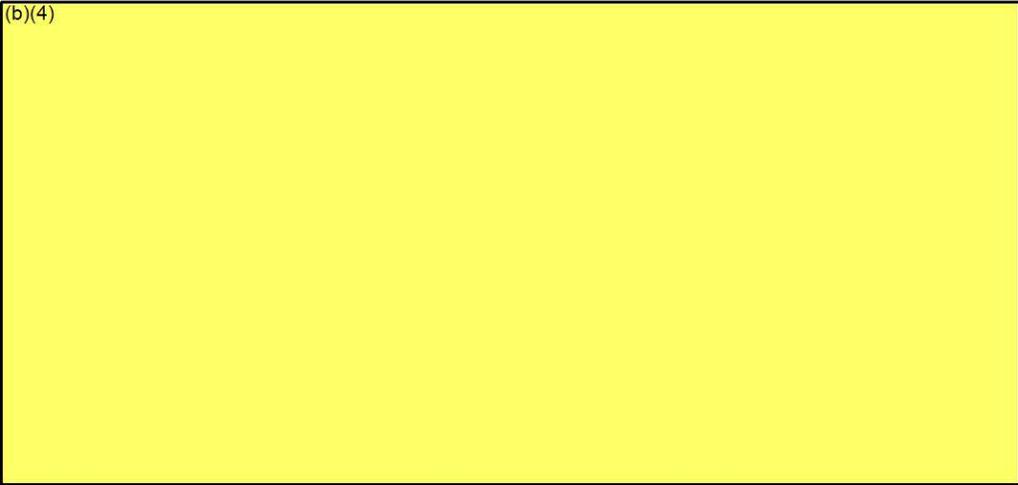
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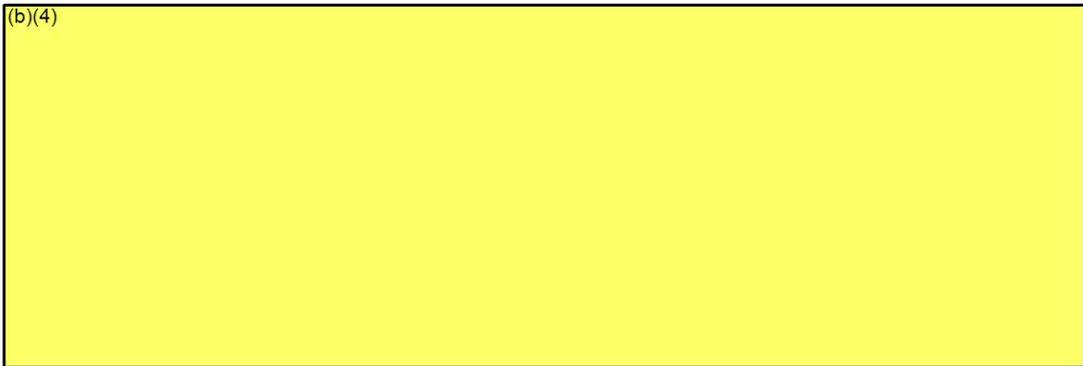
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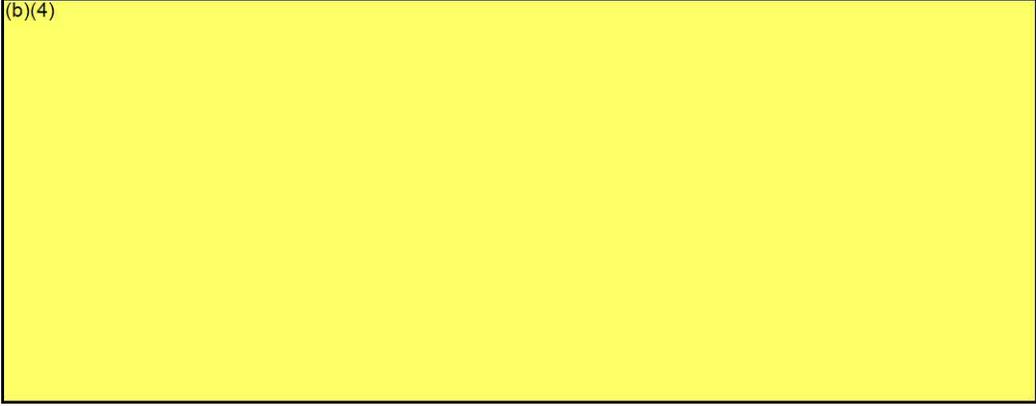
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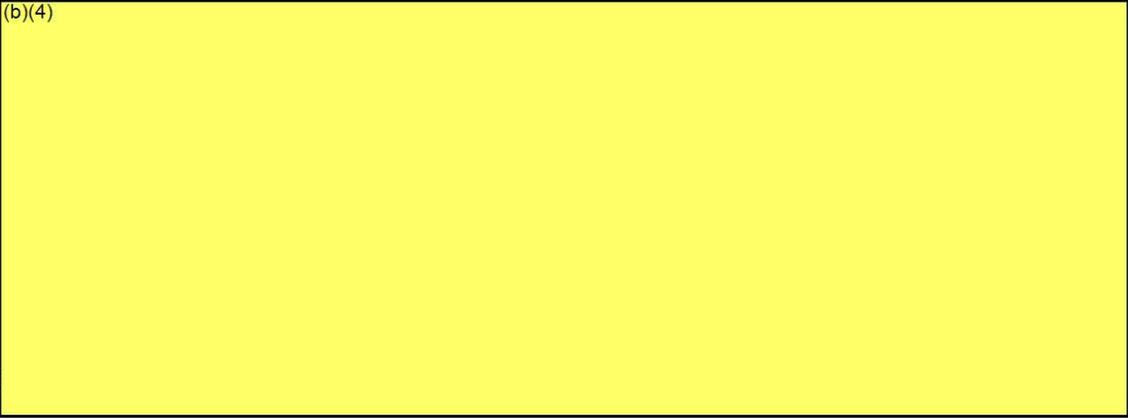
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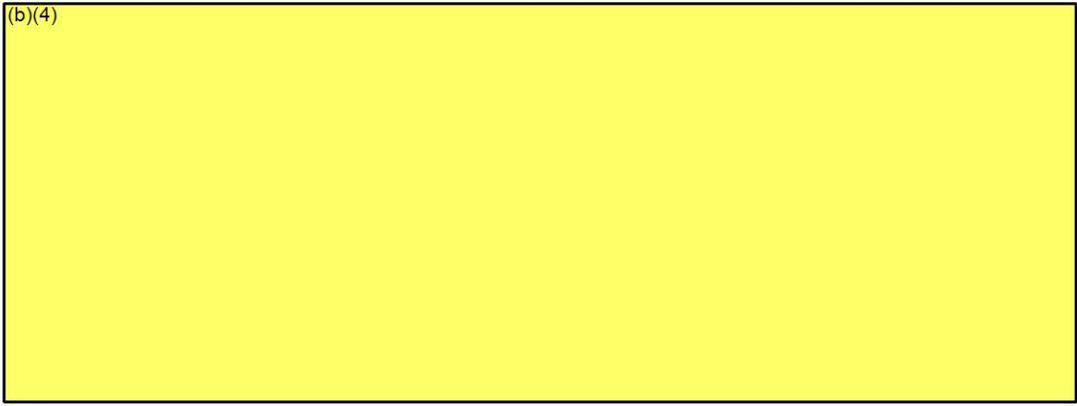
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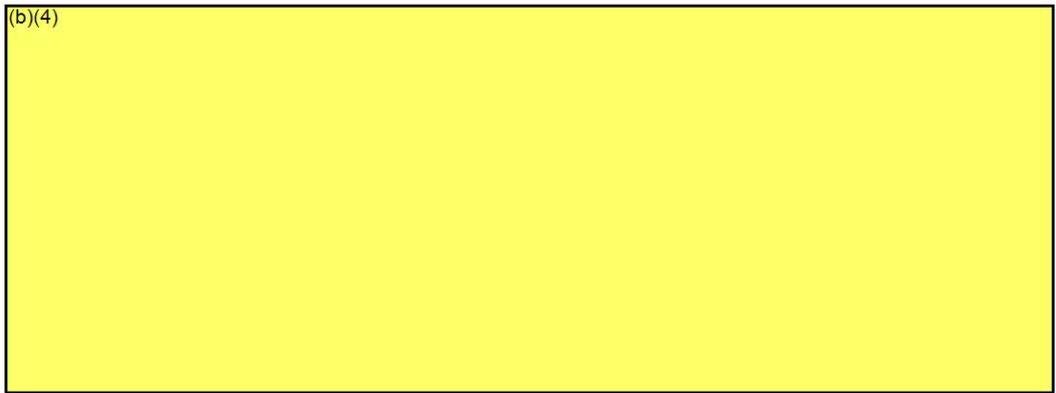
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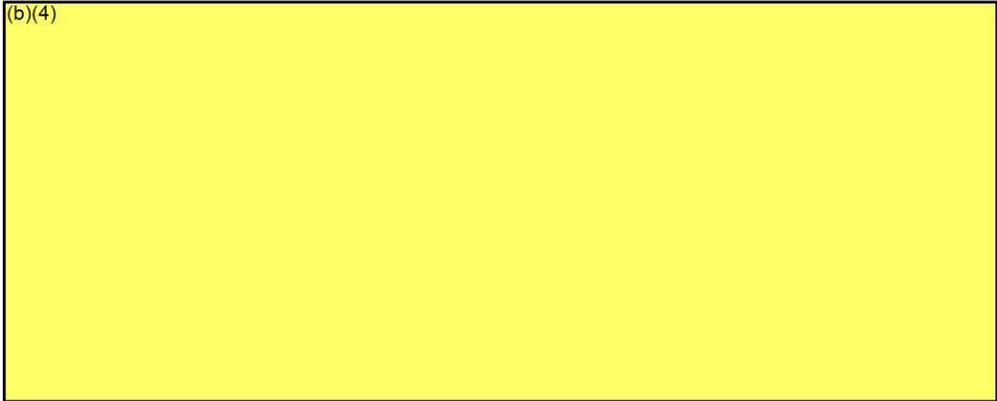
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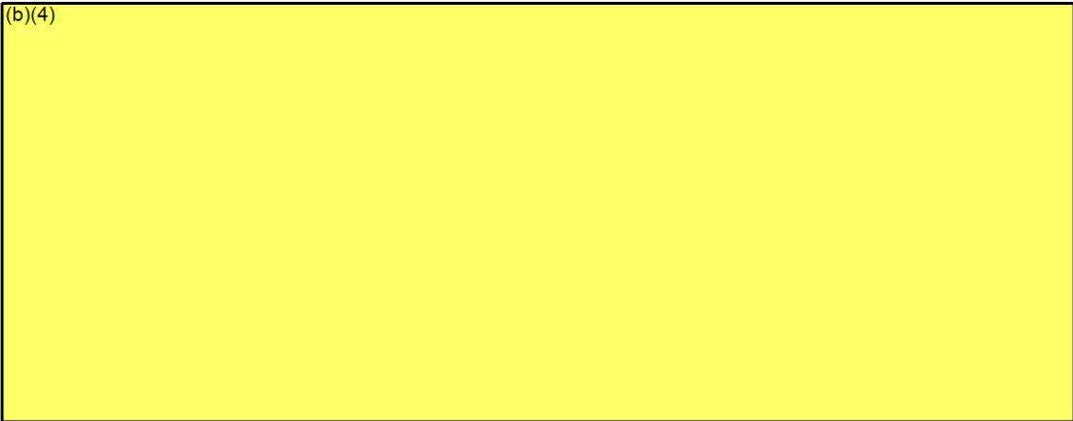
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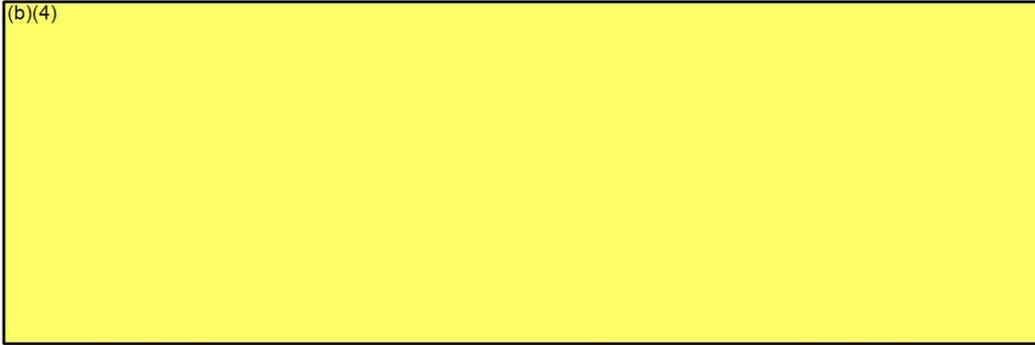
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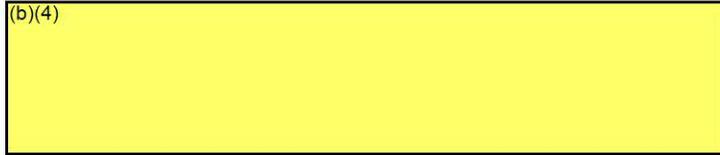
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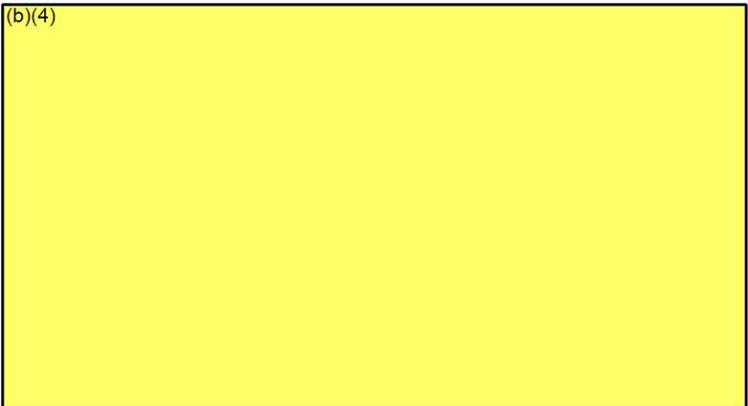


IN-KIND - SECTION B

	Year1	Year2	Year3	Total
Personnel	(b)(4)			
Benefits				
Travel				
Equipment				
Supplies				

Contractual
Constuction
Other

Indirect cost
Training
Stipends



I

America COMPETES

Governance & Policy Requirements:		
Requirements	Being met?	Comments
Need and Uses:	In progress	Postsecondary education questions are being met, but workforce data is needed as proposed here in deliverables 1.1 – 1.5. Expanded reporting is needed to reach stakeholders outside state government, see deliverables 1.3, 1.4 and 3.2.
Governance	Yes	Governance structure in place with clearly defined roles, responsibilities, and policies.
Institutional Support	Yes	Strong in-kind support and leadership from member agencies. Further support from the workforce cabinet will be received under deliverables 1.1 and 1.2.
Sustainability	In progress	Statutory status as an entity, with a funding request for FY 2013 and 14, are being sought in the 2012 legislative session, which ends in April, 2012.
Technical Requirements:		
Requirements	Being Met?	Comments
Privacy Protection & Data Accessibility	Yes	Current data access and use policy will be revised after the inclusion of workforce data.
Data Quality	In progress	Data quality issues discovered at member agencies will be addressed in deliverables 2.1 - 2.3, and 3.1.
Interoperability	Yes	Systems have an on-going data exchange, and the collaborative has incorporated national-standard codes and definitions where available.
Enterprise-wide Architecture	Yes	Collaborative has all architectural elements described.

Data Use Requirements:		
Requirements	Being Met?	Comments
Secure Access to Useful Data for Key Stakeholder Groups	Yes	Secure access currently available by request and in published reports online. Interactive, secure access to the data will be provided by deliverables 1.3 and 3.2.
Data Use Deliverables	Yes	The Collaborative has worked closely with stakeholders in developing reports. Expanded, interactive reports will be provided by deliverable 1.3.
Training on Use of Data Tools and Products	Yes	Use of data tools will be enhanced as a result of deliverable 2.1.
Professional Development on Data Use	No	This will be met with deliverable 1.3 and 2.4.
Evaluation of Data Products, Training, and Professional Development	No	Formal evaluation of these program components will be developed in the next stage of the project.
Partnerships with Research Community	Yes	Datasets are available upon request and data elements are cataloged online. But researcher access will be greatly enhanced with deliverables 1.3, 1.4, and 3.2.
Sustainability Plan	Yes	Sustainability plan seeking ongoing state funding is in place.

November 15, 2011

Published in Print: November 16, 2011, as **Data-Sharing in Kentucky Drives College Preparation**

Includes correction(s): November 16, 2011

Data Driving College Preparation

College-going rates rising, remediation rates falling

By Caralee J. Adams

Once Kentucky educators started sharing data about how high school students were doing after graduation, things started to change.

University professors and high school teachers began comparing notes about their expectations in class. Rigor was ramped up. Transition courses were developed in high schools to help lagging students avoid remediation in college. Advanced Placement restrictions were lifted to expose more students to college-level courses.

As communication lines opened, other changes followed. The percentage of college-going students in Kentucky went up, and the need for remediation in college went down.

Kentucky is at the forefront of collecting and sharing P-20 data, information that spans preschool through graduate study. Since the 1990s, it had been tracking the performance of students over time. But not everyone knew it.

Five years ago, that changed. With the input of educators at all levels, the system was revised to be more user-friendly. The resulting college- and career-readiness feedback reports are a tool for superintendents, principals, guidance counselors, school board members, college administrators, and parents to make decisions about education.

The state's outreach efforts set it apart. "We don't just mail them out," Charles McGrew, the executive director of Kentucky's P-20 Data Collaborative, said of the reports. He goes on the road to do presentations to nearly any group that will give him an audience.

"Every state is either building or trying to build a P-20 system so they can track kids across these educational systems," Mr. McGrew said. "In the end, they really aren't worth a lot if they don't get used. It's critical for states to spend some time thinking about what information needs to get out and who needs to get it."

The state was honest in recognizing that no one was looking at the reams of paper it produced, and that it needed to design something that made sense, said Aimee Guidera, the executive

director of the **Data Quality Campaign**, a nonprofit group in Washington that advocates enhanced data-sharing to improve education. "Kentucky took on this initiative themselves to move from getting data out as a compliance idea," she said, "to more of a focus on how do we get information to people in the spirit of transparency and continuous improvement."

Substantial progress has been made across the country in building longitudinal-data systems to track student performance and increase efficiency. In 2005, 12 states were reporting the capacity to link K-12 and higher education systems, and by 2010, the number had leaped to 44, according to the DQC and the U.S. Department of Education.

Approaches vary by region. In Colorado, the nonprofit **Denver Scholarship Foundation** is tracking the performance of its college scholars and giving feedback to high school principals and college presidents. California has a **voluntary system** of collecting, analyzing, and sharing data among elementary, middle, and high schools and higher education. **Florida's effort** to link data from K-12, higher education, and the workforce is spearheaded by the state and dates back 25 years.

The DQC is pushing for states to take the lead, because it believes they have the means, impartiality, and incentive to get information in the hands of educators at all levels.

"This is not a technical conversation; it's policy leadership," Ms. Guidera said. "It's not about fancy data systems." For many states, she said, the barrier is trust.

Benchmarks Set

Kentucky's top K-12, postsecondary, and teacher-training leaders collaborated on data-sharing. The state legislature in 2009 mandated that the sectors work together to improve education. It set benchmarks to halve the percentage of students who enter college with remedial needs so that 81 percent of students are prepared for college-credit-bearing coursework by 2014. The goal is to increase the college-graduation rate for first-time underprepared students from 33 percent in 2009 to 48 percent by 2014.

"The political will has translated into a positive focus on career and college readiness," said Terry Holliday, the commissioner of education. "It's not about turf, it's about kids."

Establishing the **Council on Postsecondary Education**, which oversees changes and improvements in the state's postsecondary system, made it easier to coordinate dialogue between K-12 and all the state colleges, Mr. Holliday said.

State leaders work closely together, said Robert King, the president of the council. "We all understand that our individual success is tightly tied to the success of the others."

"You can't expect people to fix something if they don't know it's broken," said Mr. McGrew of the P-20 Data Collaborative. Educators were hungry for the data, and the benefits of having the information overshadowed fears of how it would make them look, he said. "It's by no sense a 'gotcha.' The overall response we get is very positive," he said.

Sam Evans, the dean of the college of education at Western Kentucky University, in Bowling Green, was part of the group that sketched out how the new P-20 collaboration would work. "Everybody had their data sets, and they weren't speaking to one another," he said. The focus of the discussion, he said, was practical: "What do we need to know?"

The driver for everyone to work together was economic development. There was agreement that the only way it could be achieved was with more college degrees and well-prepared high school graduates, said Mr. Evans.

Educators from all sectors labored for weeks over language and metrics, Mr. McGrew said. Lawyers hammered out privacy issues and agreed not to release individual student-achievement data, which had been a stumbling block to data-sharing elsewhere.

Information to Action

As in many other states, educators in Kentucky had an assumption that if students were doing well and getting good grades in high school, they must be ready for college. But the standards are not the same, said Mr. McGrew.

As data were funneled to the high schools, the misalignment was clear. The state started to have all students take the ACT college-entrance exam in their junior year in 2007-08, a policy that helped pinpoint areas where they didn't meet the benchmarks.

Kyle Fannin thought he was doing a good job as a teacher of U.S. history and AP American government at **Woodford County High School** in Versailles, Ky. "By all outward appearances, we were a great school," said Mr. Fannin, as students scored well on tests and AP exams. But the data told a different story.

Some Woodford students who had received state scholarships based on merit had lost their funding because they weren't maintaining a 3.0 GPA in college. Other data showed more of the students taking remedial math and English in college than the school had expected. When Mr. Fannin would talk to returning students, they would tell him that finals "killed" them. In high school, final exams counted for only 10 percent of their grades.

Armed with that information, the school made changes. More reading was assigned, including primary sources, and longer periods of sustained reading were included in classes. Finals counted for a bigger part of their grades.

And more AP classes became "open door" to all students, rather than just those with high grades. When students want to drop an AP class because they are getting a B or C and go to a general class to make an A, Mr. Fannin says the teachers are holding their ground and saying: "No way."

Mr. Fannin's mind-set is long-term. "I care far more about what my students do after they leave me than how they do when they are here," he said.

Elsewhere in the state, Lu Young, Jessamine County's schools superintendent, said high school feedback reports are conversation starters to get precollegiate and postsecondary educators around the same table.

RELATED BLOG

"It gets teachers working to see what seamless means," Ms. Young said. Once teachers knew what professors were expecting, they were ready to make changes, she said. Now, the district has more ACT preparation, increased math and foreign-language requirements, and new policies around intervention support for seniors.

In turn, the district's teachers have relayed to their college counterparts the instructional tips for meeting the needs of diverse students that they will be more likely to encounter with the push for college for all.

With so many students coming to **Eastern Kentucky University** with developmental needs in math, Bob Thomas, a professor in the math and statistics department, came up with a high school program to get students who fell below the ACT math benchmark college-ready before they graduated.

"Our philosophy was it had to be done school by school, teacher by teacher," Mr. Thomas said.

He and his colleagues consulted with high school teachers about lesson plans and gained respect because many on the university team were former K-12 teachers. "We know their world," said Mr. Thomas, adding it was crucial that EKV required faculty members on the project to have teaching experience.

EKU has a higher percentage of college-ready students this fall and those with developmental-math needs decreased to 31 percent, which could be attributed to the high school math-transition courses, officials say.

Last year, the English department followed the math department's lead and established professional learning communities with area high school teachers to discuss improving the writing and reading skills of students who didn't meet the ACT benchmarks. The department devised training on aligning curriculum with expectations on campus.

"It's important to recognize the expertise of the high school teacher and not prescribe a particular look, but allow them to create what works best in their setting," said Kim Creech, an assistant professor of English at EKU.

The mix of remedies is working. The latest feedback report, from the 2008 high school graduates, showed that 56.8 percent had enrolled in postsecondary education in-state, compared with 50.9 percent in 2004. Among those enrolled, 38 percent needed help in at least one subject in college, down from 45 percent. New data are due out in a few weeks.

Period of Adjustment

For teacher education programs, the data prompted some adjustments. For instance, **Western Kentucky University** is looking to add a course on helping students with literacy and it updated its technology so it was in line with what students had used in local schools, Mr. Evans said.

Kentucky is continually working to improve its high school feedback reports, Mr. McGrew said. Rather than coming out every other year, the reports are now annual as of this fall and will provide feedback within a year for a graduating class, rather than two years. For the first time, they also include a breakdown of college-going rates and performance by race and income.

"It's not cheap and it's not easy, but the benefit is so dramatic," Mr. McGrew said of the data-sharing. "You can't improve preparation for college if you don't measure how kids are doing across the pipeline."

Special coverage on the alignment between K-12 schools and postsecondary education is supported in part by a grant from the Lumina Foundation for Education, at www.luminafoundation.org.

P20 Data Collaborative

Proposed Report and Research Agenda

The tables below identify the Collaborative’s proposed report and research agenda. Items have been grouped to identify; products that require data from multiple agencies, single agency reports, and white papers which will be brief reports with summary data, graphs, maps, and shorter blocks of explanatory text about specific topics which are intended to highlight the capability of the P-20 system and provide useful, never before seen information in an easy to understand format. Products required by the grant are also identified in terms of the objective to which they refer. Lastly, the proposed vetting process for the products is summarized.

The majority of reports and research papers which will be produced will be coordinated by P-20 staff with participation from the agencies that provide data for the topic. Two of the reports indicated in the grant proposal are specific only to K-12 and are intended to be completed by KDE as part of their expansion work.

P-20 Coordinated Reports

Report Title	Purpose	Agency Providing Data	Audience	Anticipated Completion Date
1. Kentucky High School Feedback Report	To expand the information that is provided back to schools about the outcomes of their former students. (Grant goal 7) <u>NOTE:</u> The HSFR will be published as a series of reports, the first of which will be College Going Rate.	KDE CPE KHEAA	Agency Data Holders, Legislators, State Officials Teacher Preparatory Institutions, LEAs	October 2011 (initial set of reports with others to follow)
2. Teacher Preparation Program Feedback Report	To provide educator preparation programs measures of P-12 educator quality by linking student achievement and P-12 educator preparation programs. (Grant goal 2)	KDE CPE EPSB	Agency Data Holders, Teacher Preparatory Institutions	October 2011

Report Title	Purpose	Agency Providing Data	Audience	Anticipated Completion Date
3. County Profile Report	<p>Summary data about every county in Kentucky with sheets for each of Kentucky's 120 counties including information on education, income, poverty, workforce and industry etc. The most recent is available at: http://cpe.ky.gov/NR/rdonlyres/930DFCE2-8031-499A-9456-488C20D94B95/0/0810_CountyProfiles_FINAL.pdf</p> <p>(Not specifically tied to the grant but potentially useful to gain support from legislators and policy makers)</p>	KDE CPE Others TBD	Agency Data Holders, Legislators, State Officials Teacher Preparatory Institutions, LEAs	December 2011
4. Educator Preparation Course Taking Report	<p>To determine whether course taking patterns make a difference in producing effective P-12 educators</p> <p>(Grant goal 3)</p>	KDE CPE EPSB	Agency Data Holders, Teacher Preparatory Institutions	By end of grant
5. Educator Retention Report	<p>To evaluate educator retention patterns and identify variables that affect retention; preparation programs, regions, certification areas, grade ranges, P-12 facilities and student population</p> <p>(Grant goal 4)</p>	KDE CPE EPSB	Agency Data Holders, LEAs, Teacher Preparatory Institutions	By end of grant
6. Post-Education Success Report	<p>To evaluate P-12 environmental factors, assessments, and course taking patterns as predictors of postsecondary success, including college readiness and transition to the 21 century workforce. These evaluations will ensure that earlier interventions are put into place and that appropriate assistance is provided to students in order to guarantee success.</p> <p>(Grant goal 5)</p>	KDE CPE UI	Agency Data Holders Kentucky Public and Private Post-Secondary Institutions	By end of grant

Report Title	Purpose	Agency Providing Data	Audience	Anticipated Completion Date
7. Profile of Job Placements for Graduates of Teacher Preparation Programs	To identify where teacher preparation program graduates teach, and specifics about that school; school name, school district, school profile, etc. (Not specifically tied to the grant. Request from Association of Colleges of Teacher Education)	KDE CPE EPSB	Agency Data Holders Teacher Preparatory Institutions	June 2012
8. Employment Outcomes	To provide colleges and schools with information about the employment outcomes of their graduates and other former students. (Not specifically tied to the grant objectives but important for providing feedback to schools and institutions and gaining support from policy makers)	KDE CPE UI	Agency Data Holders Public and Private Post-Secondary Institutions LEAs Policy Makers	January 2012

KDE Coordinated Reports

Report Title	Purpose	Agency Providing Data	Audience	Anticipated Publish Date
<p>9. Kentucky Education Feedback Report</p>	<p>To guide local and state educational leaders in effectively allocating resources to target the specific needs of individual schools and districts by monitoring student progress and identifying learning gaps at each level of education</p> <p><i>(Grant goal 1)</i></p>	<p>KDE</p>	<p>Agency Data Holders</p> <p>Legislators</p> <p>State Officials</p> <p>Teacher Preparatory Institutions</p> <p>LEAs</p>	<p>By end of grant</p>
<p>10. Effectiveness of Interventions at Low-Performing Schools</p>	<p>To assess the effect of current intervention in K-12 low-performing schools in order to take the necessary steps to raise student achievement in these schools.</p> <p><i>(Grant goal 6)</i></p>	<p>KDE</p>	<p>Agency Data Holders (specifically District 180, turnaround school staff)</p>	<p>By end of grant</p>

White Papers

White Paper Topic	Purpose	Agency Providing Data	Audience	Anticipated Publish Date
<p>1. Teacher Preparatory Institutions and District Student Outcomes</p>	<p>An observation of teacher preparatory institution's and the schools in which their students are employed as teachers. This study will use data from EPSB to identify where teachers are employed and KDE data to identify assessment patterns and measures of college readiness for districts with more than 50% of their new hires from the same teacher preparatory institution.</p>	<p>EPSB KDE</p>	<p>Teacher preparation institutions, LEAs, Policy Makers</p>	<p>November 2011</p>
<p>2. Employment and Earnings of Graduates and Non-Graduates</p>	<p>An observation of earnings of graduates and dropouts from colleges in Kentucky. This study will use CPE data to identify college graduates and non-graduates and UI data to identify patterns in earnings among graduates.</p>	<p>CPE UI</p>	<p>Colleges, Policy Makers, Guidance Counselors, Advisors (and others who work with students)</p>	<p>December 2011</p>

White Paper Topic	Purpose	Agency Providing Data	Audience	Anticipated Publish Date
3. College Going Rate	Statewide analysis of college going data broken into student subgroups to provide overarching summary information which will be provided more specifically through high school feedback reports.	KDE CPE KHEAA		October 2011

P-20 Vetting Process

For reports produced by P-20, agency data owners will be given the opportunity to review reports before publication. While open records requests and external data requests require a shorter turn-around and therefore have a smaller window for review and vetting as per the Data Access and Use Policy, P20 initiated reports can and should allow for a more extensive and thoughtful review process by the agencies. For these reports, unless otherwise indicated or unless the group agrees to alter the schedule to meet a deadline, we propose the following vetting process to ensure agencies and their constituencies have an opportunity to review the data and provide feedback before they are publicly released.

Anticipated vetting schedule:

1. Agencies receive report- 4 weeks from anticipated publish date.
2. Feedback due from agencies to P-20 Data Collaborative- 3 weeks from anticipated publish date.
3. Final agency review- 2 weeks from anticipated publish date.
4. During the final 2 weeks, agencies are strongly encouraged to provide embargo copies of reports to their constituents for review prior to publication.
5. Report will be published with Governance approval to ensure data are used accurately and reflect the original purpose of the data collection.

Charles McGrew

Summary Qualifications

Nationally recognized P-20 education and policy researcher with twenty years of experience developing information tools such as the national model for high school feedback reports, agency and state level P-20 longitudinal data systems, an award winning data portal, and a variety of studies and publications.

Professional Experience

Executive Director

Kentucky P-20 Data Collaborative, Frankfort, KY 2010-Present

- Managing the design and development of Kentucky’s P-20 data system which includes data from early childhood, K-12, teacher certification, postsecondary and employment and work with state officials to develop policies.
- Coordinate the development of a multi-agency state level P-20 research agenda.
- Develop and expand existing reports and other information products using data from the P-20 Data collaborative including Kentucky’s High School Feedback Reports.
- Create draft policies regarding data access and use and data re-disclosure.
- Serving as a policy advisor to the Cabinet for Education and Workforce Development Secretary related to education data, research access, data confidentiality, and data policies and processes.
- Co-Director of the University of Kentucky P-20 Innovation Lab on College and Career Readiness.

Director of P-20

Data Quality Campaign, Washington, D.C. 2009-2010

- Worked with federal agencies, national organizations, and state leadership to advocate for the development and utilization of linked data systems across the P-20 spectrum to improve educational policies.
- Represented the research perspective to various organizations on federal and state educational outcomes including providing technical assistance, coordinate the work of national experts on a variety of advisory groups, and develop reports and national publications.
- Assembled the first group of national experts to discuss issues and best practices related to privacy and state level and P-20 longitudinal data systems.

Assistant Vice-President for Information and Research

Kentucky Council on Postsecondary Education, Frankfort, KY 2005-2009

- Provided leadership to fulfill the state’s postsecondary information and research needs for strategic planning, accountability, and policy development.

Highlights

Twenty years of experience in education research and policy development.

Successfully written and co-written SLDS, Title III, FIPSE, and other federal grants.

Consult with state and national leaders on issues related to education research, state data systems and accountability.

Speaker at national conferences on education including SHEEO, ECS, DQC, AASCU, CCSO, NCES, the Education Trust and others.

Developed an award winning data portal.

Coordinated development of a multi-agency high school feedback report series that is considered to be the best in the country.

Excellent communicator with the ability to explain complex research issues to a variety of audiences.

Recognized nationally as a leader in issues related to P-20 data and research.

Professional Experience (Continued)

- Coordinated efforts with other state, federal, and regional entities to develop best practices in education policy.
- Conducted research data analysis on a variety of issues including transfer, migration, enrollment trends, student success, and college readiness for various presentations and publications.
- Developed the new Kentucky High School Feedback Report series -- which is considered to be the best report of its type in the country.
- Spearheaded creation of an award winning data portal.
- Coordinated development of the Kentucky Postsecondary Data System, a statewide longitudinal data system for postsecondary education.
- Managed the information and research staff.

Various Institutional Research and Effectiveness Positions 1999-2004

- Provided information, research, assessment and strategic planning support for a variety of institutions including two-year, four-year regional, and research institutions as well as for a college system.
- Supported accreditation, writing and reviewing grants, program evaluations, survey design, and developing statistical models and research projects.

Regional and National Leadership

- University of Kentucky P-20 Innovation Lab College and Career Readiness Co-Director 2010-11.
- Coordinated the first national advisory group on privacy, confidentiality, and the exchange of education records in state data systems.
- Advisory Board Member for the Kentucky Education Research Roundtable.
- Member of the U.S. Department of Education’s Common Data Standards Work Group.
- Kentucky’s State Coordinator for federal IPEDS reporting for public and private institutions 2006-09.
- Southern Regional Education Board (SREB) Data Coordinator for the state of Kentucky 2006-09.

Education

Ph.D. in Educational Policy Studies and Evaluation ABD. Expected May, 2012
University of Kentucky, Lexington, KY.

Master of Arts in Sociology Conferred 1993
Western Kentucky University, Bowling Green, KY.

Bachelor of Arts in Sociology Conferred 1990
Western Kentucky University, Bowling Green, KY.

Areas of Expertise

- P-20 and State-Level Data System Design
- Quantitative and Qualitative Research
- Education Policy
- FERPA and Privacy
- Complex Records and Data Matching
- Statistical De-identification Methods
- Advanced Statistical Analysis
- Assessment
- College and Career Readiness
- Program Evaluation
- Survey Methodology
- High School and Community College Feedback Reports
- Education to Employment Outcomes

Publications and Work Examples

Leveraging Federal Funding for Longitudinal Data Systems: A Roadmap for States, Data Quality Campaign, 2009. http://www.dataqualitycampaign.org/files/DQC-roadmap_spreads_FINAL_with_links.pdf

The Kentucky Postsecondary Education Data Portal. <http://cpe.ky.gov/info>

Kentucky High School Feedback Reports.
http://apps.cpe.ky.gov/hsfr/2004/Public/Fayette_Co_Schools_Tates_Creek_HS.pdf

Brain Gain: Retaining Kentucky Graduates. A special information and research report. Kentucky Council on Postsecondary Education, 2007.
http://cpe.ky.gov/NR/rdonlyres/AB5B141D-9439-4C0F-B916-86210C1F36CD/0/SpecialReport071_final.pdf

Recent National Presentations and Panels

- CCSSO Information Management Advisory Consortium Meetings, 2008 and 2009.
- The Data Quality Campaign Quarterly Meeting, 2008
- The Data Quality Campaign High School Feedback Report Panel, 2011
- SHEEO / NCES Network Conference & IPEDS Workshops, 2007, 2008 and 2010.
- Office of Vocational and Adult Education Data Quality Institute, 2009.
- MHEC Meeting on Modeling the P20 Pipeline, 2009.
- ECS National Forum on Education Policy, 2007
- AACC, AASCU, CASE, NASULGC Higher Education Government Relations Conference, 2007
- Association for Institutional Research Annual Conference 2012 presentation entitled *Building Effectiveness Partnerships for Creating P20 Data Systems: Examples from Kentucky*

Technical Skills

Extensive experience in statistical methods and modeling.

Strong background in database system design and report development.

Research design background in survey methodology, questionnaire design, and focus groups.

Professional Associations

Association for Institutional Research

Education Research Roundtable

Southern Association for Institutional Research

DEEPA DUBAL

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Career Summary:

Accomplished information technology professional with 15 years of public and private sector experience in education, customer relations and manufacturing. Demonstrated leadership in process improvement, relationship building, and the successful implementation of various IT projects.

Professional Experience:

Council on Postsecondary Education, Frankfort, KY

2010 – Present

Director, Information Systems

- Manage and direct application development group and call center services.
- Negotiate and provide oversight for contractual agreements with application service providers.
- Negotiate contractual agreements and provide oversight over outsourced data center services.
- Develop Request for Proposals as required for technical and business solutions.
- Develop and monitor Memorandum of Agreement(s)/Understanding with state Agencies and postsecondary institutions.
- Provide evaluation and recommendations regarding all technology-related proposals.
- Prepare long-range information technology plans across agency organizational business lines. Provide analytical support for large-scale development projects including overall system design and integration.
- Negotiate business objects contract with SAP and implement various tools within Business Objects. Develop data dashboards using Excelcius.
- Implement KY Core Standards Professional Development online training for Kentucky Senate Bill 1 initiative.
- Initiate projects to build Kentucky Postsecondary/ Adult education data warehouses.
- Coordinate the delivery of online GED examiners training at the national level via an online learning environment. Work very closely with GEDTS, the national GED testing service, to implement consistent training across every state.
- System administrator for ANGEL- Blackboard course management system.

**Council on Postsecondary Education, Frankfort, KY
Programmer**

2002–2009

- Assisted the CIO in coordinating IT projects for various units within CPE. Coordination included managing, designing, & developing applications and services.
- Served as technical lead and coordinated integration with various online CMS/LMS products to interface with KYVC's course catalog and student information system, the Virtual Campus Navigator (VCN).
- Winner of the 2010 Best of Kentucky award for "Best Application Serving the Public."
- Prepared project requirement documents and process flows for multiple applications.
- Managed, supported, and coordinated services with various KYVC vendors and clients.
- Provided system administration for ANGEL Course Management System and handled upgrades, customizations, and the resolution of production issues.
- Coordinated major upgrades and production moves with vendors, clients and senior staff at CPE.
- Served as the KYVC liaison to various state agencies like the Education Professional Standards Board, KY Transportation cabinet, Office of Vocational Rehabilitation, and Kentucky Adult Education.
- Provided system administration for a statewide CRM initiative to help call centers across the state use "RightNow," a software product that logs calls, provides an integrated knowledge base site, and offers marketing and sales tools that share a single database. Currently KYVC, KYVL, CPE's ACM program, KYAE, and KHEAA are successfully using this product.
- Managed KPPPS, the Kentucky Postsecondary Program Proposal System.
- Implemented the Minger Reporting System, a web-based data input system provided by the Kentucky Council on Postsecondary Education. As part of the Michael Minger Act, each institution is responsible for providing crime statistics and policy information for all of their campuses in Kentucky.
- Involved in application development for CPE's information unit to collect data from postsecondary institutions online via KPEDS.

**Techspan Inc., San Francisco, CA
Consultant**

Feb. 2000 – Aug. 2001

Involved in various projects at E.Piphany for clients like ChemConnect Inc., Critical Path, and PeoplePC. Worked with VBML, ASP, HTML, MS-SQL Server, and MS Internet Information Server (IIS) to:

- Customize and develop explorers.
- Create dynamic screens and integrate different modules in Octane 2000.

- Test various integrations and fix bugs.
- Stress test the customized product.
- Create prototype screens for the MGM Mirage project.

CorComp Infosystems Limited, Bombay, India

Feb.1999 - Feb. 2000

Programmer

- Met with clients to gather requirements and provide solutions to various business needs.
- Created a project requirements document to clearly define the scope of the project.
- Designed process flows, databases and applications.
- Tested and coordinated production moves.

BSEL Limited, Bombay, India

Jan. 1998 – Jan. 1999

Programmer

Responsible for design, development, and testing of databases and web applications for an online job site for job seekers and employers. Developed a dynamic site able to pull data from a database in ASP using SQL server 6.5. Worked with WinNT/Server, ASP, HTML, MS-SQL Server, and MS Internet Information Server.

Dynalog (India) Limited, Bombay, India

Aug. 1995 – Dec. 1997

Production Engineer

Responsible for testing and servicing of PC-based add-on cards for data acquisition applications. Testing involved both circuit board level and system level using software programs in BASIC and C. For serial communication cards API was used to check each port of the card, which connects to the system. Involved in developing software for serial communication cards.

EDUCATION:

Master of Science (M.Sc.), Electronics
Bombay University, India

Certification:

Kentucky Certified Public Manager (KCPM)

Elaine K. Maher

(b)(6)

HIGHLIGHTS

- Over twenty years of experience in analyzing, designing, implementing, debugging, testing, and managing business applications software.
- Industry experience with postsecondary education, distance learning, library, freight payment, healthcare, financial, payroll, inventory, mail order, and retail applications.
- Skilled in SQL Server 2005, ASP, SharePoint 2007, Visual Studio 2010, Microsoft Office 2007.
- Strong organizational, analytical and communication skills.
- Works well independently and within a group.
- Summa Cum Laude graduate of comprehensive business/financial program.

EDUCATION

B.B.A., Finance; Minor in Computer Science – GPA 4.0
UNIVERSITY OF KENTUCKY – Lexington, KY

Accounting graduate – GPA 3.74
AMERICAN INSTITUTE OF BUSINESS – Des Moines, IA

EMPLOYMENT HISTORY

IT Project Manager
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION (CPE)
Frankfort, KY

9/11-Present

- Define project scope, goals and deliverables that support business objectives in collaboration with management and stakeholders by gathering, creating and maintaining detailed project requirements.
- Create and execute project implementation plans and revise as appropriate to meet changing needs and requirements.
- Develop, execute and/or coordinate testing plans to ensure that products adhere to the system/application requirements, provide accuracy and reliability and conform to established standards.
- Prioritize, communicate and track quality issues for focus.
- Work with software developers and team members by introducing program improvements, quality policies and process changes to resolve issues and attain quality software in an economical and efficient manner.

- Support/maintain various CPE online systems including:
 - Licensure application
 - KY Postsecondary Education Data System (KPEDS) Summary Data Collection
 - KY Adult Education (KYAE) Finance
 - KY Virtual Campus (KYVC) Virtual Campus Navigator (vCN)
 - KY Virtual Library (KYVL) Online Courier
 - CPE Central Address File (CAF)
- Provide system administration for unit's SharePoint sites.
- Track project milestones and deliverables.
- Communicate project expectations to team members and stakeholders in a timely and clear fashion.
- Manage day-to-day client interactions and expectations.
- Communicate effectively with clients to identify needs and evaluate alternative business solutions.

6/01-9/11

Application Developer

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
Frankfort, KY

- Analyzed, defined requirements and coordinated implementation of CPE systems including:
 - KYVC eLearning Resource Management Assistance (eRMA) and Virtual Campus Navigator systems
 - KYAE finance system
 - Licensure application
 - KPEDS Summary data collection
- Provided production support for eRMA system.
- Served as staff and vendor contact person for problem resolution by monitoring issue status and managing internal testing process.
- Planned and coordinated technical initiatives with KYVC's elearning partners.
- Created and maintained system documentation.
- Administered KYVL's OCLC SiteSearch WebZ application by programming access to 40 online databases and 25 online catalogs.
- Maintained Central Address File (CAF) and Online Courier applications.

11/96-2/01

Computer Programmer/Analyst
COMPUTREX LOGISTICS
Nicholasville, KY

- Functioned as support team leader by directing efforts of two programmers.
- Administered company's website ensuring access and functionality.
- Monitored 10 Sequel servers for daily database backups, replication and transaction logs.
- Enhanced and tested existing Java applications.
- Defined, managed and implemented data archive project for retaining pertinent information from non-Y2K –compliant computer system.
- Mapped EDI transactions.
- Monitored daily EDI transmissions and resolved EDI noncompliance by coordinating with carriers.
- Assisted with conversion of client applications and EDI processes to new client/server processing system by defining existing specifications and extracting pertinent database information.
- Maintained company's database.
- Created new and modified existing COBOL programs to meet internal and external customer needs.
- Resolved immediate production problems to ensure timely completion of clients' processing requirements.
- Communicated with clients, carriers and internal staff regarding programming projects.

07/82-10/84

Computer Programmer
CAMPING WORLD
Bowling Green, KY

09/78-09/80

Systems Analyst

09/75-09/78

Computer Programmer
ST. LUKE METHODIST HOSPITAL
Cedar Rapids, IA

09/73-09/75

Computer Programmer
INTERNATIONAL FUNERAL SERVICES
Des Moines, IA

HONORS

Summa Cum Laude Graduate
Beta Gamma Sigma Honorary Business Society

- References available on request -

HEIDI J. HIEMSTRA, PH.D.

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PROFESSIONAL EXPERIENCE:

**Assistant Vice President, Research and Planning, July 2010 – present
Kentucky Council on Postsecondary Education**

Continue all duties of the Director position below, serve on President’s Senior Leadership advisory team, and assist the Sr. Vice President for Budget, Policy and Planning with the development and implementation of the Council’s strategic agenda and accountability system. Implemented and is maintaining a system of state and institutional-level performance metrics for accountability purposes. Developed and is maintaining a public dashboard to display performance metrics and related indicators. Works with policy objective team leaders to provide timely and useful analytics in support of strategic agenda implementation.

**Director, Research and Information, April 2009 -- June 2010
Kentucky Council on Postsecondary Education**

Developed and coordinated reports, policy analyses, research studies, and related publications that advanced the reform of postsecondary education in Kentucky. Managed research and policy analysis staff. Developed and maintained an agency-wide research agenda. Worked with staff across the agency to provide timely, accurate and insightful analysis and reports in support of policy goals. Responded to external and internal requests for CPE data. Provided the Technology unit the documentation and business rules needed to effectively manage the Comprehensive Data Base’s KPEDS reporting database and related applications.

Directed the Council’s student data collection from Kentucky’s public and licensed non-public postsecondary institutions. Managed data collection staff. Responsible for the accuracy, completeness, and validity of data submitted, including the maintenance and publication of data submission rules, guidelines, and editing processes. Implemented the Council’s Data Quality Policy, including the performance of data quality checks at public colleges and universities. Served as the primary liaison with the Institutional Research Officers of the public and licensed non-public colleges and universities for the purpose of data collection. Developed and adapted the Council’s data collections as needed to support its public agenda.

Served as the primary liaison with state and federal agencies and other external entities regarding research, data and reporting. Facilitate inter-agency data sharing and matching in support of policy goals. Serve as the Council’s Product Manager for the P-20 Data Collaborative. Coordinate Kentucky institutions’ data submission to the federal NCES IPEDS institutional data collection system and attend IPEDS meetings. Oversee the Council’s reporting to regional and national entities such as SREB, Complete College America and Access 2Success.

Senior Associate, Research and Information, November 2004 – April 2009
Kentucky Council on Postsecondary Education

Worked with policy staff to provide research and analysis on postsecondary and adult education policy issues as needed. Analytical duties include methodology, primary analysis of the comprehensive database and other data sources, supervision of analytical staff, written summaries and reports, and presentations.

- Investigated affordability and financial aid issues by instituting a student-level data system and produced extensive analyses for internal and external use, including Council and legislative presentations.
- Produced 2020 enrollment and degree projections targeted to state educational attainment goals for Double the Numbers initiatives and key indicators goal setting.
- Created and disseminated a series of research reports on developmental education in Kentucky that informed the policy recommendations of a successful Statewide Developmental Education Taskforce.
- Evaluated the success of deregulating dual enrollment of high school students and demonstrated that most course-taking was occupational and did not lead to college matriculation.
- Instituted longitudinal analysis of student enrollment and success using the Council's Comprehensive Database to track dual enrollment, market to non-completers and to improve data integrity.
- Provided support in the design, implementation, and monitoring of the Council's accountability program, including the Key Indicators of Progress.

Assisted with editing of the Comprehensive Database Guidelines and developing the KPEDS data warehouse. Redesigned how the Council collects student preparation and financial aid data. Oversaw a complete revision of Comprehensive Database collections, definitions and business rules.

Evaluation Specialist, March 2003 - January 2004 (contract position)
Cabinet for Families and Children, Commonwealth of Kentucky

Managed the Kentucky Foster Care Census, a survey project of 3,000 children in out-of-home care in KY. Developed effective survey instruments, trained and supervised student census takers, tracked foster children as they moved in care, cleaned and analyzed data, designed reports and disseminated findings.

EDUCATION:

Ph.D. in Sociology, 2004, University of Pennsylvania, Philadelphia, PA
M.A. in Sociology, 1996, American University, Washington, DC
B.A. in Government, 1991, Hamilton College, Clinton, NY

HONORS:

Western Interstate Commission on Higher Education (WICHE) Policy Fellowship, 2007-08
Association for Institutional Research (AIR)/National Center for Education Statistics (NCES) National
Summer Data Policy Institute Fellowship, 2007

RESEARCH REPORTS:

Putting State Merit Aid Programs into Context: Lessons from Kentucky, WICHE, 2008
The Developmental Education of Kentucky's Entering Public Postsecondary Class of 2004, Kentucky
Council on Postsecondary Education, November 3, 2006
Developmental Education Update: The Preparation of Students Entering Kentucky's Public Colleges
and Universities in 2002 and 2004, Kentucky Council on Postsecondary Education, October 5, 2006
The Dual Enrollment of High School Students in Postsecondary Education in Kentucky, 2001-2005,
Kentucky Council on Postsecondary Education, March, 2006
Underprepared Students in Kentucky: A First Look at the 2001 Mandatory Placement Policy, Kentucky
Council on Postsecondary Education, November 2005

PROFESSIONAL ACTIVITIES:

Member, Association for Institutional Research (AIR)
Member, Association for the Study of Higher Education (ASHE)
Member, Kentucky Association for Institutional Research (KAIR)
Pas Presidentt, Kentucky Education Research Roundtable

CABINET SECRETARY JOSEPH U. MEYER

SECRETARY OF EDUCATION AND WORKFORCE DEVELOPMENT CABINET

Joseph U. Meyer brings nearly 30 years of public service to his role as secretary of Kentucky's Education and Workforce Development Cabinet, where he oversees the work of educating, preparing and training Kentucky's current and future workforce.

Meyer joined the cabinet as deputy secretary in October 2008 and was chosen by Gov. Steve Beshear to head the cabinet in November 2009.

During that time, Meyer has been instrumental in the success of the Unemployment Insurance (UI) Task Force, which produced legislation to modernize the state's UI system.

As co-chair of the Governor's Task Force on Early Childhood Development and Education and a member of the Governor's Task Force on Transforming Education in Kentucky, Meyer is working to help ensure a cohesive education system is in place to meet the needs of the state's children and to better prepare them for success in the 21st century.

Meyer is also an education leader on the national level. As the state coordinator in Kentucky for the Southern Regional Education Board's (SREB) State College and Career Readiness Initiative, Meyer is working with leaders from seven other states to define key steps each state can take to improve students' readiness.

Prior to his tenure at the cabinet, he served as senior policy advisor to Governor Steve Beshear. He previously worked in that role for state auditor Crit Luallen.

Meyer has served as chief of staff for the chair of the House majority caucus and as general counsel and deputy director for the Kentucky Association of Counties. From 1979 to 2003, he practiced law, where he served as city attorney for the City of Bellevue and was general counsel for the Covington Board of Education and the Ludlow Board of Education.

As a state senator, Meyer represented Kentucky's 23rd Senate District from 1989 to 1996. During that time he served as chair of the Senate Education Committee and Senate State and Local Government Committee. Meyer also represented the commonwealth's 65th House District as a state representative from 1982 to 1988, where

he chaired the House Cities Committee.

Currently a member of the SREB, Meyer has served on many boards including the Education Commission of the States, the Kentucky Long Term Policy Research Center and the Covington Business Council.

A native of (b)(6) Meyer received his law degree from Northern Kentucky University, a master's degree in urban affairs from St. Louis University and a bachelor's degree from Bellarmine College. He has also completed the Program for Senior Executives in State and Local Government at the John F. Kennedy School of Government at Harvard University. (b)(6)

(b)(6)

MARY KORFHAGE

(b)(6)

Career Profile

Higher education professional experienced in data analysis to support policy and planning decisions; areas of interest include student success and institutional performance; experience working at the state and institutional level; familiar with large data bases, data extraction and analysis; presentation of information in oral, written, and graphic formats; handled confidential and sensitive data; system design, conversion, and implementation;. Primary tools: SAS, SQL, Microsoft Office.

Professional Employment

Policy Analyst, Kentucky Council on Postsecondary Education, Frankfort, Kentucky, October 2010- present

Participated in multi-agency P20 Project Management team; developed specifications for and documentation of postsecondary data and files transmitted to Kentucky's P20 Data Collaborative; validated agency data prior to transmission to P20 and after loading into the Collaborative's warehouse; audited agency data and recommended enhancements to its collection and edit procedures; conducted analyzes in support of priority initiatives within the state's strategic agenda for postsecondary education.

Senior Associate, Office of Institutional Research, Planning and Data Management, University of Louisville, Louisville, Kentucky, January 2002- July 2008 Retirement

Supported the director in all aspects of office operation; analyzed institutional data -- primarily student, faculty and staff -- in response to mandated and ad hoc reporting requirements, including student retention and graduation, financial aid, and faculty productivity; worked with functional offices to identify and develop appropriate data to meet project requirements; advised other staff

regarding access to and interpretation of administrative data; documented projects and procedures; conducted special studies and first-time reports.

Assistant Director for Planning and Institutional Research, Office of Planning and Budget, University of Louisville, Louisville, Kentucky, November 1996 - January 2002

Coordinated the institution's strategic planning processes culminating in the "Challenge for Excellence: a targeted vision for the coming decade" and "Strategic Directions for 1998-2004"; assisted analytic committees which examined the institution' environment, programs, values, and accreditation-related concerns; directed university-wide institutional research activities including reporting information about the university to state, federal, accrediting, and other external agencies; developed data to support planning and decision processes regarding program development, continuation, and modification; developed institutional responses to state-mandated accountability and performance funding requirements; participated in implementation, conversion, and enhancement of institutional information systems; initiated procedures to ensure the integrity and quality of data resident in on-line and archival data sets; provided staff support to the President, Provost, and other administrators on special projects.

Mary Korfhage

Coordinator, SACS Accreditation Program, University of Louisville, Louisville, Kentucky,
September 1994 - June 1997

Provided staff and administrative support to the director and coordinated eight working committees in the self-study of all aspects of institutional operation and effectiveness in preparation for reaffirmation of accreditation; participated on University-wide Institutional Effectiveness and Assessment Committee; assisted with special projects including development of materials for a workshop on governance change implementation.

Director, Institutional Research and Planning, The University of Texas at Dallas, Richardson, Texas, September 1988 - September 1994

Coordinated the institution's planning processes and developed its "Statewide Strategic Plan"; directed institutional research program, including reporting information about the university to state, federal, accrediting and other external agencies; developed data to inform internal planning and decision processes; participated in implementation and enhancement of institutional information systems; provided staff support to the President on special projects; Accreditation Liaison to the Southern Association of Colleges and Schools.

Consultant, Planning and Organizational Development, Ohio Board of Regents, Columbus, Ohio,
September 1987 - September 1988

Created preliminary design for an information system to support and monitor state initiatives to improve student access and success in higher education; analyzed data for and drafted "Toward the Year 2000: Master Plan for Higher Education" (Ohio's strategic plan for higher education); coordinated arrangements for public hearings and final presentation of this plan; provided staff support for the "Keep Ohio Working" network and to the special task force to study student financial assistance.

Education

- Ph. D. August, 1976. The Ohio State University, Columbus, Ohio
Major Field: Applied Research and Evaluation
Minor Fields: Higher Education and Organizational Behavior
- M. A. September, 1972. The Ohio State University, Columbus, Ohio
Area of Study: Student Personnel Work in Higher Education
- B. S. September, 1969. University of Kentucky, Lexington, Kentucky
Area of Study: Home Economics Education

Professional Organizations

Association for Institutional Research, 1981 - 2008
Forum Chair/Associate Forum Chair, 2005 – 2007
Elected to Nominating Committee, 1992 - 1993
Chair, Forum Evaluation Committee, 1995
Member, Forum Evaluation Committee, 1990 – 1999

Mary Korfhage

Kentucky Association for Institutional Research, 1994 – 2008
President, 2004 - 2005
Vice President, 2003 - 2004

Southern Association for Institutional Research, 1988 – 2008
Member-at-Large, Board of Directors, 1995 - 1997
Elected to Nominating Committee, 1992 - 1993
Member, Professional Development Committee, 1990 - 1991
Member, Conference Planning Committee, 1992 - 1994, 1996

Texas Association for Institutional Research, 1988 – 1994
President, 1993 - 1994
Vice President, 1992 - 1993
Member, Conference Planning Committee, 1989 – 1994

Society for College and University Planning, 1988 - 1994
Member, Regional Conference Planning Committee, 1994

PHILLIP ROGERS

EXECUTIVE DIRECTOR OF THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD

Phillip S. Rogers, Ed.D., (b)(6) became executive director of the Kentucky Education Professional Standards Board (EPSB) in 2005. He has been with the EPSB since 2000, serving as director of the Division of Professional Learning and Assessment prior to becoming executive director. (b)(6)
(b)(6) Rogers received a B.S. degree in counseling from Liberty University in Virginia, an M.A. in child development from Western Kentucky University, and a doctorate in education evaluation from the University of Louisville.

Before going to the EPSB, Rogers served as the founding director of the Allen County Schools' Family Resource Center, recognized in 1995 as Kentucky's Outstanding Family Resource Center by the Kentucky Association of Guidance Counselors.

As executive director of the EPSB, Rogers oversees the daily operation of the agency, which was established as part of the 1990 Kentucky Education Reform Act. Among other responsibilities, the Standards Board is charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and principals; and issuing, renewing, suspending, and revoking Kentucky certificates for professional school personnel.

Rogers has performed research and evaluations for a variety of organizations and programs, including the Kentucky Institute for Educational Research, the National Center for Family Literacy, the Kentucky Safe Schools Project, and the Kentucky Department for Juvenile Justice. Educational policy formation as it relates to educator preparation and professional development for experienced educators are two of his current research interests.

Richard J. Miller

Consultant – Project Manager

(b)(6)

SUMMARY – OBJECTIVE:

Motivated and successful professional with experience in delivering projects, services and solutions. Seeking opportunity in a team lead or project manager role. Extensive background with customers in public sector, manufacturing and finance industries. Recognized for establishing valued client relationships and achieving business objectives. Strengths include:

- *Large / Complex Projects*
- *Account Management*
- *Business Process Improvement*
- *Assertive Negotiating Skills*
- *Team Leadership*
- *Customer Relationship Management*

PROFESSIONAL EXPERIENCE:

Administrative Officer (Project Manager) – LFUCG Waste Management (1/2010 – 6/2011)

The Division of Waste Management acquired funding to install a new automated routing system for their fleet of collection vehicles. This project includes the integration of a vehicle safety inspection system, developing a new citizen services driven database, upgrading and collecting data from the scale system, and connecting to the Kronos applications for resource scheduling. The management of this project has used a combination of proven project management tools and techniques. My role includes training the staff and drivers on the application and use of the various technologies including the handheld Zonar devices, the Routeware onboard computers, and the supporting applications that schedule, route, weigh and track the trucks. This project includes major changes to their business processes and operational job assignments. We introduced the role of a central dispatcher process, and modified the roles of the supervisors, customer service representatives and operations management. My role as project manager includes performing this central dispatcher role until a permanent employee can be hired. The project has completed two phases of the rollout accomplishing our ROI objectives, and is near budget.

Project Manager – Lexington Fayette Urban County Govt. (6/2009-12/2009)

LFUCG engaged my services to complete the final phase and activation of their Kronos time and labor reporting system. The Kronos system was being upgraded and additional government divisions were added to this new environment. This project provided parallel input processes to both their current mainframe payroll system and to the Peoplesoft HR and Financials Payroll system. Key responsibilities focused on tracking tasks, encouraging team progress, validating end user acceptance and communicating project progress to the executive steering committee. Future objective is to develop and rationalize a Project Management Office with appropriate processes to support LFUCG.

IT Services Manager – IBM (2007–2009)

Responsible for building trusted relationships with clients to offer IBM professional services solutions. Target areas include site and facilities, server and storage infrastructure, application development, networking communications and security. Develop thought leadership in all project situations and become an advocate to ensure the clients success. Recent successes include; Customer Services Help Desk at the Commonwealth of Kentucky, Unified Communications and Collaboration at a major health network in Kentucky.

ERP Implementation Consultant – AXIS (2004-2006)

Plan and project manage the implementation of AXIOM software systems. Develop, customize and build project plans with the customer to mitigate risk factors and achieve high rate of success. Manage resources, activities and tasks in order to maintain schedule and stay on budget. Enhance relationship with customers to build and grow future project management opportunities. Successes; improved operational efficiency at a cable manufacturer in ~~Clarksville, TN~~ and the scheduling and planning process at a

Copper wire producer in Indiana, completed full implementation of ERP at a pipe and tube manufacturer in Pittsburgh. Each implementation required restructuring the financial chart of accounts, setting up and configuring accounting procedures, establishing actual cost accounting and integrating the other financial modules for accounts receivable, billing, pricing, accounts payable, procurement and payroll.

Complex Projects Manager - IBM (2001-2003)

My role as a CPM was to drive and facilitate large and complex market development projects with the IBM North American field teams. This position required knowledge of internal resources, procedures, and facilitating a team environment to accomplish the development and delivery of customer driven solution designs. We would be assigned to rapidly gather and understand large customer RFP's, engage targeted subject matter experts, IT architects and product line managers in a total effort to build the best solution offering for the customer. Most projects were thirty to forty-five days in duration and required dedicated involvement from cross divisional organizations.

Consultant – Industrial Sector - IBM

Provide expertise and thought leadership in various operations for industrial sector clients. Develop relationships as a customer advocate, build trust and engage professional services. Respond to worldwide requests for subject matter expertise and sales strategy in the industrial sector.

Account Development Manager - IBM

Expand current customer relationships into new sales opportunities. Sell professional services, convert traditional free support to fee support. Develop business requirements for potential joint development initiatives. Manage a technical team of engineers in support of customer sales and operations. Provide performance and appraisal evaluations of employees, be a coach and mentor for their career development.

Systems Engineer - IBM

Provide technical sales support to assigned marketing teams. Install and educate customers on the operation and value of hardware and software. Support customer calls for assistance and resolve operational problems. Specialized in small and medium systems.

EDUCATION

B.S., Computer Science – Michigan State University, East Lansing, Michigan
Certified Consultant, Business Transformation Practices – IBM, Armonk, New York

PROFESSIONAL DEVELOPMENT

Structured Sales Management – IBM, Chicago, Illinois
Market Driven Quality – IBM, Palisades, New York
Advanced Technology Solutions – IBM, Atlanta, Georgia
Project Management, Time Management – IBM, Armonk, New York

COMPUTER SKILLS

MS Project, MS Office (Word, Excel, PowerPoint, Visio)
Lotus SmartSuite (Lotus NOTES, WordPro, Freelance, Lotus 1-2-3)
Systems: IBM Mid-range AS/400, iSeries
Languages –COBOL, RPG, Fortran, Assembler
Business Process Analyst

CUSTOMER SET

Commonwealth of Kentucky – COT, CHFS, OET, OIT, DOT, Lottery, AOC
University of Kentucky, University of Louisville, Northern Kentucky University
West Virginia University, Marshall University
State of West Virginia and related IT departments
Lexington Fayette Urban County Government
Humana
Toyota

ROBERT L. KING

PRESIDENT OF KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Robert L. King became the third president of the Kentucky Council on Postsecondary Education January 16, 2009. He previously served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. Mr. King is the former chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world.

Mr. King is very active in community service and has volunteered and served on numerous boards and organizations. He also has served on the White House Commission on Presidential Scholars; the Education Committee of the U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO); an advisor to the Middle State Commission on Higher Education regarding reauthorization of the Higher Education Act in Congress; the board of directors of the National Soccer Hall of Fame; and the board of trustees of A.T. Still University, a specialized university dedicated to training people for the health care professions, in Kirksville, Missouri, and Mesa, Arizona.

Mr. King received a Bachelor of Arts degree in 1968 from Trinity College in Hartford, Connecticut and a juris doctor in 1971 from the Vanderbilt University School of Law. (b)(6)

(b)(6)

DR. TERRY HOLLIDAY

COMMISSIONER OF THE DEPARTMENT OF EDUCATION

Terry Holliday, Ph.D., was selected as Kentucky's fifth commissioner of education in July 2009.

Holliday served as superintendent of the more than 20,000-student Iredell-Statesville school district from 2002 until 2009. During his tenure, he has received recognition in a variety of areas, including being named 2009 North Carolina Superintendent of the Year; receiving the 2009 Grayson Medal for Innovation in Quality from the American Productivity Quality Council; being named the 2008 North Carolina Music Educators Association Superintendent of the Year; and selection as a 2008 Friend of NCAAPERD, a physical education and health award. Under his leadership, the Iredell-Statesville school district received the 2008 Malcolm Baldrige National Quality Award, which was created by an act of Congress in 1987 to recognize companies, organizations, businesses and other entities that have shown long-term improvement in quality and productivity.

Holliday's previous experience includes: superintendent of the Transylvania County school system in Brevard, North Carolina; associate superintendent and director of accountability for Rock Hill School District 3 in York County, South Carolina; principal, assistant principal and director of instrumental music for Fort Mill High School in Fort Mill, South Carolina; and band director at Northside Junior High, Parker High and Gaffney High in South Carolina.

He earned a bachelor's degree from Furman University; a master's degree and education specialist degree from Winthrop University; and a doctorate from the University of South Carolina.

(b)(6)

Glossary of SLDS Grant Acronyms

ACT: American College Testing.

AERIN: Adult Education Reporting Information Network

AIKCU: Association of Independent Kentucky Colleges and Universities.

CPE: Council on Postsecondary Education.

DQC: Data Quality Campaign.

EKOS: Employ Kentucky Operating System.

EPSB: Education Professional Standards Board.

ETL: Extract, Transform, and Load.

EWD: Education and Workforce Development.

FEDES: Federal Employment Data Exchange System.

FERPA: Family Education Rights and Privacy Act.

IDEA: Individuals with Disabilities Education Act.

KDE: Kentucky Department of Education.

KERA: Kentucky Education Reform Act.

KHEAA: Kentucky Higher Education Assistance Authority.

KPEDS: Kentucky Postsecondary Education Data System.

OET: Office of Employment and Training.

PII: Personally Identifiable Information.

SAP BO: Business Objects.

SAS: Statistical Analysis System.

SQL: Standard Query Language.

SREB: Southern Regional Educational Board

SSRS: SQL Server Reporting Services

UI: Unemployment Insurance.

WFDC: Workforce Development Cabinet.

WIA: Workforce Investment Act.



EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY

Steven L. Beshear
Governor

Capital Plaza Tower, 3rd Floor
500 Mero Street
Frankfort, Kentucky 40601
Phone (502) 564-0372
Fax (502) 564-5959
www.educationcabinet.ky.gov

Joseph U. Meyer
Secretary

December 15, 2011

Dr. Tate Gould
US Dept. of Education
National Center for Educational Statistics
1990 K Street NW Room 9023
Washington, DC 20006-5651

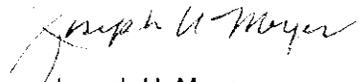
Dear Dr. Gould:

The Education and Workforce Development Cabinet is pleased to support the Department of Education's grant application to expand the statewide longitudinal data system. Significant progress has occurred over the past two years in our P20 data warehouse initiative. This progress has been the culmination of collaborative work from the Education Professional Standards Board, the Department of Education, the Council on Postsecondary Education and the Education and Workforce Development Cabinet.

This grant application seeks to expand the framework that has been laid specifically by the addition of workforce data. The addition of workforce data will be particularly valuable. The expansion of the data will be used as a tool to provide policy makers with the information needed to support better decision making. More informed decisions will ultimately lead to a workforce that is more educated meeting the needs of business and industry making a stronger and more productive Kentucky.

Again, the Cabinet highly supports the expansion of the P20 data warehouse and hopefully you will find this application favorable.

Sincerely,


Joseph U. Meyer



Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
<http://www.cpe.ky.gov>

Robert L. King
President

December 12, 2011

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

RE: CFDA Number 84.372A

Reviewer:

I am writing to urge you to fund Kentucky's application for a State Longitudinal Data System Grant to expand the P-20 Data Collaborative's repository to include workforce data, to fund substantial data quality improvements at the Council on Postsecondary Education, and to improve the scope and quality of the state's educator data. The Commonwealth is grateful to have received two IES SLDS grants in the past, and is poised to have one of the most comprehensive and highest-quality P-20 to workforce data repositories in the nation.

Inclusion of workforce data sources in the P-20 data repository is a high priority of the Council on Postsecondary Education, as workforce and economic development has been a core role of higher education in Kentucky since the enactment of the Kentucky Postsecondary Education Improvement Act of 1997. However, this role remains poorly understood because we have lacked detailed information on labor market needs and how these needs can be met by higher education. We have conducted limited, ad hoc studies with linked student-level education and workforce data, such as a study of graduates who remained in state for employment, but the breadth and depth of information needed by policy makers and college and university leaders to fulfill postsecondary's workforce development role requires the ongoing data linkage and sophisticated reporting that would be made possible by this grant.

The quality and scope of data that the P-20 Data Collaborative possesses is essential to its effectiveness in driving change. That is why we are proposing refinements and expansion of the Kentucky Postsecondary Education Data System (KPEDS), which is housed at the Council. KPEDS collects, cleans and houses longitudinal student-level data from Kentucky's 24 public and 20 non-profit colleges and universities and provides all of the postsecondary education data used by the Collaborative. And despite the fact that the Council has been collecting student-level data for over 30 years, the work our staff has done for the current P-20 grant has highlighted significant gaps in KPEDS' scope and capabilities. We are proposing to fill these gaps with this grant, and believe this work is vital because the credibility of the Collaborative's postsecondary analysis and reporting depends on the quality of the data provided by KPEDS.

Teachers, principals and other K-12 educators are a subset of the workforce that is of particular interest to me and other postsecondary leaders who are responsible for educator preparation programs. Expansion and improvement of the educator preparation data collected by the Education Professional Standards Board (EPSB) will permit a deeper examination the teacher pipeline, and help us improve the quality of educator preparation programs and professional development at our programs. Also, the addition of workforce data to the Collaborative will enable the flow of teachers in and out of the profession to be understood and tracked.

As a member of the governance group of the P-20 Data Collaborative and an education leader who relies heavily on data to drive policy and decision-making, I cannot over-emphasize the value this grant will bring to our education reform efforts and to Kentucky's workforce and economy. Please give Kentucky's grant application your most favorable consideration.

Sincerely,

(b)(6)

Robert L. King
President



EDUCATION PROFESSIONAL STANDARDS BOARD

Steven L. Beshear
Governor

100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601
Phone: 502-564-4606 Fax: 502-564-7080
www.epsb.ky.gov

Phillip S. Rogers, Ed.D.
Executive Director

December 5, 2011

Dr. Terry Holliday
Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601

RE: Statewide Longitudinal Data System Grant application (CFDA Number: 84.372)

Dear Dr. Holliday,

On behalf of the Education Professional Standards Board (EPSB), I write to support the Kentucky Department of Education's (KDE) Statewide Longitudinal Data System Grant application. The grant offers an excellent opportunity for the Education and Workforce Development Cabinet, KDE, the EPSB, and the Council on Postsecondary Education (CPE) to continue our development of a P20 Data Collaborative.

As you know, we have recently released the first version of the EPSB Data Dashboard, which provides important analytic data on the quality of our teacher preparation programs. If funded, the grant will permit enhanced data collection from the teacher preparation programs as well as improvement in the collection of information on the new requirements for student teachers. It will also serve as a vital link between the EPSB and CPE data. Finally, the grant provides support for us to expand the EPSB Data Dashboard significantly, including a drill-down feature that will allow us to provide specific information by certification area and institution.

The proposal serves as an outstanding example of how agencies partnering together can solve problems with favorable outcomes for all of our constituents. The EPSB is ready to assist with this worthwhile project. If I can be of further assistance, please don't hesitate to contact me.

Sincerely,

(b)(6)

Phillip S. Rogers, Ed.D.
Executive Director



EDUCATION and WORKFORCE DEVELOPMENT CABINET
OFFICE OF THE SECRETARY
DEPARTMENT OF WORKFORCE INVESTMENT

Steven L. Beshear
Governor

Capital Plaza Tower, 3rd Floor
500 Mero Street
Frankfort, Kentucky 40601
Phone (502) 564-0372
Fax (502) 564-5959
www.educationcabinet.ky.gov

Joseph U. Meyer
Secretary

Beth A. Brinly
Commissioner

December 14, 2011

Dr. Tate Gould
U.S. Department of Education
National Center for Educational Statistics
1990 K Street NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

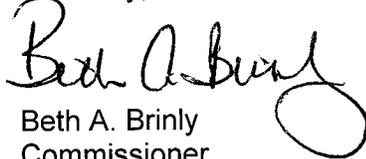
As Commissioner of the Department of Workforce Investment, I am pleased to offer my support to the Kentucky's state longitudinal data systems request for funding. This project will provide the Commonwealth with an unprecedented amount of information to support decision making and policy development at state and local levels.

The expansion of these efforts in Kentucky to include more information from the Workforce Investment offices and to expand the available information we have about employment outcomes represent the state's next logical step to expand our P-20 Data Collaborative and better inform policy and decision makers about the relationship between education, workforce and the state's economy. By better utilizing and actively working to align our workforce investment efforts, Kentucky will be able to identify the skills, certifications and education requirements to support our current and future workforce.

Kentucky has invested significant resources in our career and technical education programs along with workforce development training and placement programs. We can see the potential value for improvement of quality and efficiency to our agency programs.

It is my hope that you find this request favorable and we look forward to working with you on this endeavor.

Sincerely,


Beth A. Brinly
Commissioner





Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
<http://www.cpe.ky.gov>

Robert L. King
President

December 14, 2011

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

RE: CFDA Number 84.372A

Reviewer:

I am writing to urge you to fund Kentucky's application for a State Longitudinal Data System Grant to expand the P-20 Data Collaborative's repository to include workforce data, to fund substantial data quality improvements at the Council on Postsecondary Education, and to improve the scope and quality of the state's educator data. The Commonwealth is grateful to have received two IES SLDS grants in the past, and is poised to have one of the most comprehensive and highest-quality P-20 to workforce data repositories in the nation.

Inclusion of workforce data sources in the P-20 data repository is a high priority of the Council on Postsecondary Education, as workforce and economic development has been a core role of higher education in Kentucky since the enactment of the Kentucky Postsecondary Education Improvement Act of 1997. However, this role remains poorly understood because we have lacked detailed information on labor market needs and how these needs can be met by higher education. We have conducted limited, ad hoc studies with linked student-level education and workforce data, such as a study of graduates who remained in state for employment, but the breadth and depth of information needed by policy makers and college and university leaders to fulfill postsecondary's workforce development role requires the ongoing data linkage and sophisticated reporting that would be made possible by this grant.

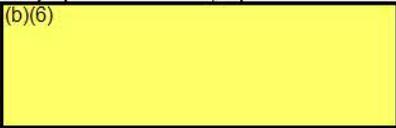
The quality and scope of data that the P-20 Data Collaborative possesses is essential to its effectiveness in driving change. That is why we are proposing refinements and expansion of the Kentucky Postsecondary Education Data System (KPEDS), which is housed at the Council. KPEDS collects, cleans and houses longitudinal student-level data from Kentucky's 24 public and 20 non-profit colleges and universities and provides all of the postsecondary education data used by the Collaborative. And despite the fact that the Council has been collecting student-level data for over 30 years, the work our staff has done for the current P-20 grant has highlighted significant gaps in KPEDS' scope and capabilities. We are proposing to fill these gaps with this grant, and believe this work is vital because the credibility of the Collaborative's postsecondary analysis and reporting depends on the quality of the data provided by KPEDS.

Teachers, principals and other K-12 educators are a subset of the workforce that is of particular interest to me and other postsecondary leaders who are responsible for educator preparation programs. Expansion and improvement of the educator preparation data collected by Kentucky's Education Professional Standards Board (EPSB) will permit a deeper examination in the teacher pipeline, and help us improve the quality of educator preparation programs and professional development at our programs. Also, the addition of workforce data to the Collaborative will enable the flow of teachers in and out of the profession to be understood and tracked.

As an education leader who relies heavily on data to drive policy and decision-making, I cannot over-emphasize the value this grant will bring to our education reform efforts and to Kentucky's workforce and economy. Please give Kentucky's grant application your most favorable consideration.

Sincerely,

(b)(6)



Paul E. Patton
Chair, Kentucky Council on Postsecondary Education



AIKCU

Association of Independent Kentucky Colleges & Universities
484 Chenault Road, Frankfort, Kentucky 40601
V 502-695-5007 F 502-695-5057
www.aikcu.org

December 14, 2011

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

RE: CFDA Number 84.372A

Dear Grant Reviewer:

I am contacting you to offer the strong support of Kentucky's 20 non-profit colleges and universities for the Kentucky Department of Education's request for funding from the Statewide Longitudinal Data Systems (SLDS) Grant Program. Receipt of the grant will provide the resources needed to expand and enhance postsecondary, educator preparation and workforce data linked to the P-20 Data Collaborative. Access to this type data through the Collaborative will provide a critically important resource to our members and state leaders as we strive to prepare students for life and work.

Kentucky's 20 non-profit colleges and universities make up the Association of Independent Kentucky Colleges and Universities (AIKCU). AIKCU and its members play a significant role in educating Kentucky college students, including the preparation of entering teachers and school administrators as well as providing graduate training and professional development for school personnel. We produce about 20% of the state's bachelor's degrees annually, including about 25% of the state teachers. State education leaders incorporate the significant contributions our members make in meeting state educational attainment goals and our members diligently strive to achieve these goals.

We also have a long history of voluntary participation in the state's postsecondary data collection system. Having access to good data is invaluable to us in our effort to continuously improve academic quality and productivity. The programmatic data enhancements proposed in the funding request will provide access to data not currently available. Having access to the workforce data will fill a major void in the availability of data for planning and evaluation purposes.

Funding this request is an excellent investment of NCEES resources. I am confident the data will be used for the purposes intended. Excellent cooperation and collaboration exists between state elementary-secondary and postsecondary education; workforce development; and teacher training-licensure agencies. The Commissioner of Education, Secretary of the Workforce Development Cabinet, President of the Council on Postsecondary Education and Director of the Educational Professional Standards Board share a common vision. The goals for each agency mutually reinforce the goals of the others.

Alice Lloyd College
Asbury University
Bellarmine University
Berea College

Brescia University
Campbellsville University
Centre College
Georgetown College

Kentucky Christian University
Kentucky Wesleyan College
Liberty University
Mid-Continent University

Midway College
Saint Catharine College
Spalding University
Thomas More College

Transylvania University
Union College
University of the Cumberlands
University of Pikeville

Institute of Education Sciences
RE: CFDA Number 84.372A
Page 2
December 14, 2011

Having good data available enhances our ability to collaborate in common purpose. Collection and analysis of the data made available by the proposed grant will provide the information needed for state leaders to become more effective in preparing the state's students for successful careers and productive lives. I encourage your positive review of the request.

Let me know if I can provide additional information or insight

Sincerely,

(b)(6)

Gary S. Cox, PhD
President



STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2010-382
June 8, 2010

**RELATING TO THE CREATION OF A P-20
DATA COLLABORATIVE REPOSITORY**

WHEREAS, pursuant to Section 183 of the Kentucky Constitution, it is the duty and obligation of the Commonwealth to provide an education for all its children; and

WHEREAS, it is the policy of the Commonwealth to assure that public education at all levels is of such quality as to provide every child the opportunity to reach his or her potential and become a productive member of society; and

WHEREAS, the Commonwealth has engaged in significant reforms of its educational system beginning with the passage of the Kentucky Education Reform Act of 1990 (KERA) in 1990, the Postsecondary Education Improvement Act of 1997, the Adult Education Act of 2000, and the Kentucky Innovation Act of 2000, and, more recently through the adoption of 2009 Senate Bill 1 implementing comprehensive changes in educational assessment and educational standards; and

WHEREAS, the Commonwealth recognizes that the success of these reform efforts individually and collectively depends, in large measure, upon the ability to evaluate success through collaborative research and analysis; and

WHEREAS, the Commonwealth recognizes that sound data collection, reporting and analysis are critical to building an education system capable of ensuring all Kentucky students are adequately prepared for college and the global workforce; that Kentucky school districts and institutions of postsecondary education can improve instructional and educational decision-making using data that are collected and made available by their partner agencies of this State; that reliable and sufficient education data are necessary to ensure that the educational agencies of the Commonwealth base education policy decisions on valid, objective measures of student outcomes; and that education policymaking benefits from partnerships between and among public education agencies and entities with expertise in education research, including school districts, postsecondary institutions, and research organizations; and that the Commonwealth should establish systems and processes to permit qualified researchers to assist with evaluation and research functions in a manner consistent with privacy protection laws including but not



STEVEN L. BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2010-382
June 8, 2010

limited to the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Kentucky Education and Workforce Development Cabinet (EWD) is vested with the authority and responsibility pursuant to KRS 151B.020 to provide educational and workforce development services to the citizens of the Commonwealth; and

WHEREAS, the Kentucky Department of Education (KDE) is vested with the authority and the responsibility pursuant to KRS Chapters 156, 157, 158, 159, 160, 161, 162, 163 and 167 as described generally in 156.010 to conduct “research and planning, which shall include, but not be limited to, a statewide research and development effort to identify or develop the best educational practices to be used in the public schools of the Commonwealth”; to “monitor the management of school districts, including administration and finance, implementation of state laws and regulations, and student performance;” to “implement state laws and the policies promulgated thereunder by the Kentucky Board of Education and the Education Professional Standards Board”; to set the standards for and monitor a comprehensive educational program for the exceptional children and youth of the Commonwealth; to regulate school safety, student discipline, and related matters; to audit and evaluate the education programs of K-12 schools in the Commonwealth and to require personally identifiable student information from those schools for that purpose; and

WHEREAS, the Kentucky Council on Postsecondary Education (CPE) is vested with the authority and the responsibility to audit and evaluate the quality, performance and effectiveness of the Commonwealth’s postsecondary educational system pursuant to KRS 164.020 and KRS 164.095; to engage in analysis and research to determine the overall needs of postsecondary and adult education in the Commonwealth pursuant to KRS 164.020; to develop and implement a system of accountability for postsecondary institutions that measures educational quality and outcomes, student progress in the postsecondary system, research and service activities, use of resources, other performance or outcomes that support achievement of the strategic agenda including involvement in quality enhancement of elementary and secondary education, and other indicators as deemed appropriate to this agency pursuant to KRS 164.020 and KRS 164.095; to “collect information, maintain a comprehensive database, and publish reports



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GOVERNOR

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on the condition of the postsecondary education system that include but are not limited to student enrollments, utilization of facilities, and the finances of the institutions” pursuant to KRS 164.095; and

WHEREAS, the Kentucky Education Professional Standards Board (EPSB) is vested with the authority and responsibility pursuant to KRS 161.028 to “set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel”; to “provide assistance to universities and colleges in addressing diversity, which may include researching successful strategies and disseminating the information, encouraging the development of nontraditional avenues of recruitment and providing incentives, waiving administrative regulations when needed, and other assistance as deemed necessary;” to “recommend to the Kentucky Board of Education the essential data elements relating to teacher preparation and certification, teacher supply and demand, teacher attrition, teacher diversity, and employment trends to be included in a state comprehensive data and information system;” to “sponsor studies, conduct research, conduct conferences, and publish information as appropriate;” and

WHEREAS, other agencies in the Commonwealth also collect and maintain data relevant to individual student progress from early learning programs through postsecondary education and into employment; and

WHEREAS, federal and state laws require that personally identifiable data be protected and that safeguards be in place to ensure that confidentiality of personally identifiable information is maintained and that personally identifiable information is not released except as allowed by law; and

WHEREAS, per 73 Fed. Reg. 74822 (2008), federal and state laws including but not limited to FERPA and IDEA allow for a state to create a longitudinal data system by Executive Order; and

WHEREAS, the Commonwealth should further improve student achievement and promote workforce skills by utilizing a focused, integrated and comprehensive statewide approach to research and data sharing; and

WHEREAS, the Commonwealth therefore is committed to establishing and maintaining a longitudinal data repository, which will collect and match personally identifiable records of Kentucky students from early learning programs through



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postsecondary education and into employment, to assist the respective public agencies to audit and evaluate Kentucky early learning programs, elementary and secondary education programs and postsecondary education programs:

NOW THEREFORE, I, Steven L. Beshear, Governor of the Commonwealth of Kentucky, by virtue of the authority vested in me by the Kentucky Constitution Section 69 and KRS 12.080, do hereby Order and Direct the following:

1. A statewide longitudinal data system, hereafter known as the P-20 Data Collaborative Repository, is hereby created to match personally identifiable student and educator data from early learning through postsecondary education and into employment. The purposes of the P-20 Data Collaborative Repository shall be to collect, integrate and report longitudinal student level and educator data required to implement federally or state-required education performance accountability measures; to conduct research and evaluation regarding federal, state and local education and training programs at all levels; and to audit and ensure compliance of those programs with applicable federal and state requirements as allowed by federal and state law.
2. Contributing public agencies, initially including EWD, KDE, CPE and EPSB, shall jointly establish and maintain the P-20 Data Collaborative Repository, subject to the availability of funding, by entering into agreements.
3. Subject to the availability of funding and to the extent not prohibited by law, the P-20 Data Collaborative Repository may be expanded to include data from additional public agencies involved in early learning programs through postsecondary education and into employment.
4. Contributing public agencies, including but not limited to EWD, KDE, CPE and EPSB, are hereby authorized, unless otherwise prohibited by law, to provide data to the P-20 Data Collaborative Repository for the purpose of enhancing each agency's ability to analyze and assess student progress from early learning programs through postsecondary education and into employment in order to improve the educational services and outcomes and employment outcomes of Kentucky students.



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5. Public agencies contributing data to the P-20 Data Collaborative Repository are responsible for protecting the privacy and confidentiality of personally identifiable student and educator data, and any other personally identifiable data that may become part of the P-20 Data Collaborative Repository. Personally identifiable data included in the P-20 Data Collaborative Repository shall be available to those agencies contributing personally identifiable data to the Repository.
6. EWD, KDE, CPE and EPSB jointly shall by policy establish procedures and mechanisms to match and transfer personally identifiable data; to protect the confidentiality of the data contained in the P-20 Data Collaborative Repository; to prevent its release except as allowed by FERPA and IDEA and other relevant federal and state laws; to evaluate the relationship between the educational programs and outcomes and employment outcomes; and to effect destruction of personally identifiable data after the purpose for collection and maintenance of the data is achieved.
7. Disclosure of personally identifiable data from the P-20 Data Collaborative Repository, except to the contributing public agencies, shall be restricted to only those disclosures allowed by FERPA and IDEA and other relevant federal and state laws. Contributing public agencies may agree to grant access to the P-20 Data Collaborative Repository shared data resources for research for or on behalf of one or more of the contributing agencies, as allowed by FERPA and IDEA and other relevant federal and state laws. Contributing public agencies may consider and approve research projects to the extent those projects support the goal of evaluating and improving the education programs and outcomes and employment outcomes in Kentucky.
8. The Secretary of the Education and Workforce Development Cabinet, the Commissioner of the Department of Education, the President of the Council on Postsecondary Education and the Executive Director of the Education Professional Standards Board shall immediately take all steps necessary to implement the provisions of this Executive Order.



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9. This Executive Order shall continue in full force and effect until amended, superseded or revoked by subsequent Executive Order.

This Order is effective May 28, 2010.

A handwritten signature in black ink, appearing to read "Steve Beshear", written over a horizontal line.

STEVEN L. BESHEAR, GOVERNOR
Commonwealth of Kentucky

A handwritten signature in black ink, appearing to read "Trey Grayson", written over a horizontal line.

TREY GRAYSON
Secretary of State

**MEMORANDUM OF AGREEMENT
KENTUCKY DEPARTMENT OF EDUCATION (KDE)
COUNCIL ON POSTSECONDARY EDUCATION (CPE)
EDUCATION PROFESSIONAL STANDARDS BOARD (EPSB)**

P-20 DATA COLLABORATIVE

WHEREAS, Kentucky has engaged in significant reforms of its educational system beginning with the passage of the Kentucky Education Reform Act of 1990 (KERA) in 1990, following with the Postsecondary Education Improvement Act of 1997, the Adult Education Act of 2000, and the Kentucky Innovation Act of 2000; and,

WHEREAS, the success of these reform efforts individually and collectively is dependent, in part, upon cooperation and collaboration between and among the groups and agencies who administer the reforms; and,

WHEREAS, there is a need to perform policy and applied research across the P-20 spectrum, from pre-kindergarten through college and beyond, and a need to analyze data without regard to the source of the data; and,

WHEREAS, the existence of federal and state laws requiring that student data be protected requires that formal safeguards be in place to ensure that confidentiality is maintained while joint research and analysis are conducted; and,

WHEREAS, it has been determined that a collaborative arrangement is the best method to ensure that proper accountability measures are in place for the evaluation of educational programs spanning these three agencies, that proper safeguards are in place to protect personally identifiable data consistent with state and federal law, and that the entities who are responsible for collecting, analyzing and using data from various parts of the educational system are willing to share data with other partners consistent with federal and state restrictions;

NOW THEREFORE, the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), and the Education Professional Standards Board (EPSB), do hereby enter into this Memorandum of Agreement for the purpose of creating a P-20 Data Collaborative to oversee the project of merging P-20 data and making it available for reporting, analysis and research.

SECTION 1. The P-20 Data Collaborative

1. The parties through this Memorandum of Agreement hereby establish the P-20 Data Collaborative for the purpose of merging P-20 data to facilitate educational research and development of reports; provide feedback to Kentucky's educational institutions; and get information into the hands of stakeholders.

2. The parties hereby establish a governing board consisting of the chief executive officers of the three participating agencies: the Commissioner of KDE, the President of the CPE, and the Executive Director of the EPSB. The parties further agree that the Secretary of the Education and Workforce Development Cabinet shall be a full member and chair of the governing board of the P-20 Data Collaborative.
3. Decisions of the governing board shall be made by unanimous consent.
4. The governing board may create work groups to carry out specific aspects of the overall project.
5. The governing board shall have final authority over all aspects of the Collaborative, including, but not limited to, timeline, roles, responsibilities, project objectives, expenditure approval processes, main stakeholders, scope and participants.
6. Each party remains the owner of its own data.
7. The parties agree that business rules governing access to and the use of the data shall be developed during the planning year.

SECTION 2. Term of the Agreement

This agreement shall become effective on the date that it is fully executed by the parties and shall remain in force through April 30, 2012. Any extension of the current agreement shall be by unanimous consent of the parties.

SECTION 3. General Terms

1. The parties agree that the Finance and Administration Cabinet, the Auditor of Public Accounts, and the Legislative Research Commission, or their duly authorized representatives, shall have access to any books, documents, papers, records, or other evidence, which are directly pertinent to this agreement for the purpose of financial audit or program review. Furthermore, any books, documents, paper records, or other evidence provided to the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), or the Education Professional Standards Board (EPSB), the Finance and Administration Cabinet, the Auditor of Public Accounts, or the Legislative Research Commission which are directly pertinent to the Memorandum shall be subject to public disclosure regardless of the proprietary nature of the information, unless specific categories of information are identified and exempted and agreed to by the Secretary of the Finance and Administration Cabinet as meeting the provisions of KRS 61.878(1) prior to the execution of the Memorandum, or if the excluded information meets the provisions of KRS 164.6014(6). The Secretary of the Finance and Administration Cabinet shall not restrict the public release of any information that

would otherwise be subject to public release if a state government agency was providing the services.

2. This agreement may be cancelled by any member of the P-20 Data Collaborative with thirty (30) days written notice to the other parties.
3. This agreement may be amended at any time with unanimous consent of the governing board in writing.

Approved:

(b)(6)
Robert L. King, President
Council on Postsecondary Education

8/20/09
Date

(b)(6)
Terry Holliday, Commissioner
Kentucky Department of Education

8-20-09
Date

(b)(6)
Phillip Rogers, Executive Director
Education Professional Standards Board

8-20-09
Date

APPROVED AS TO FORM AND LEGALITY:

(b)(6)
Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

8-18-09
Date

(b)(6)
Kevin C. Brown, General Counsel
Kentucky Department of Education

8-18-09
Date

(b)(6)
Alicia Sheed, General Counsel
Education Professional Standards Board

8-18-09
Date

HAVE SEEN AND AGREED TO:

(b)(6)

Helen W. Mountjoy, Secretary
Education and Workforce Development Cabinet

8/20/09
Date

(b)(6)

Randall K. Justice, General Counsel
Education and Workforce Development Cabinet

8/19/09
Date

2012-2014 Kentucky Branch Budget
Additional Budget Request: Financial Record
All requested columns rounded to nearest \$100

PRIORITY
Cabinet #: 3
Agency #:

OPERATING BUDGET RECORD B-1/B-2

Agency: General Administration and Program Support

Appropriation: General Administration and Program Support

Governmental Branch: Executive Branch

Program/Service Unit: Secretary

Cabinet: Education and Workforce
Development

Sub Program:

Posting Unit:

REQUEST TITLE: P-20 Office Funding

REQUEST TYPE: Expansion

FY 2011-12
Budgeted

FY 2012-13
Requested

FY 2013-14
Requested

(b)(4)

2012-2014 Kentucky Branch Budget
Additional Budget Request: Expenditure Detail Summary Record
All requested columns rounded to nearest \$100

PRIORITY
Cabinet #: 3
Agency #:

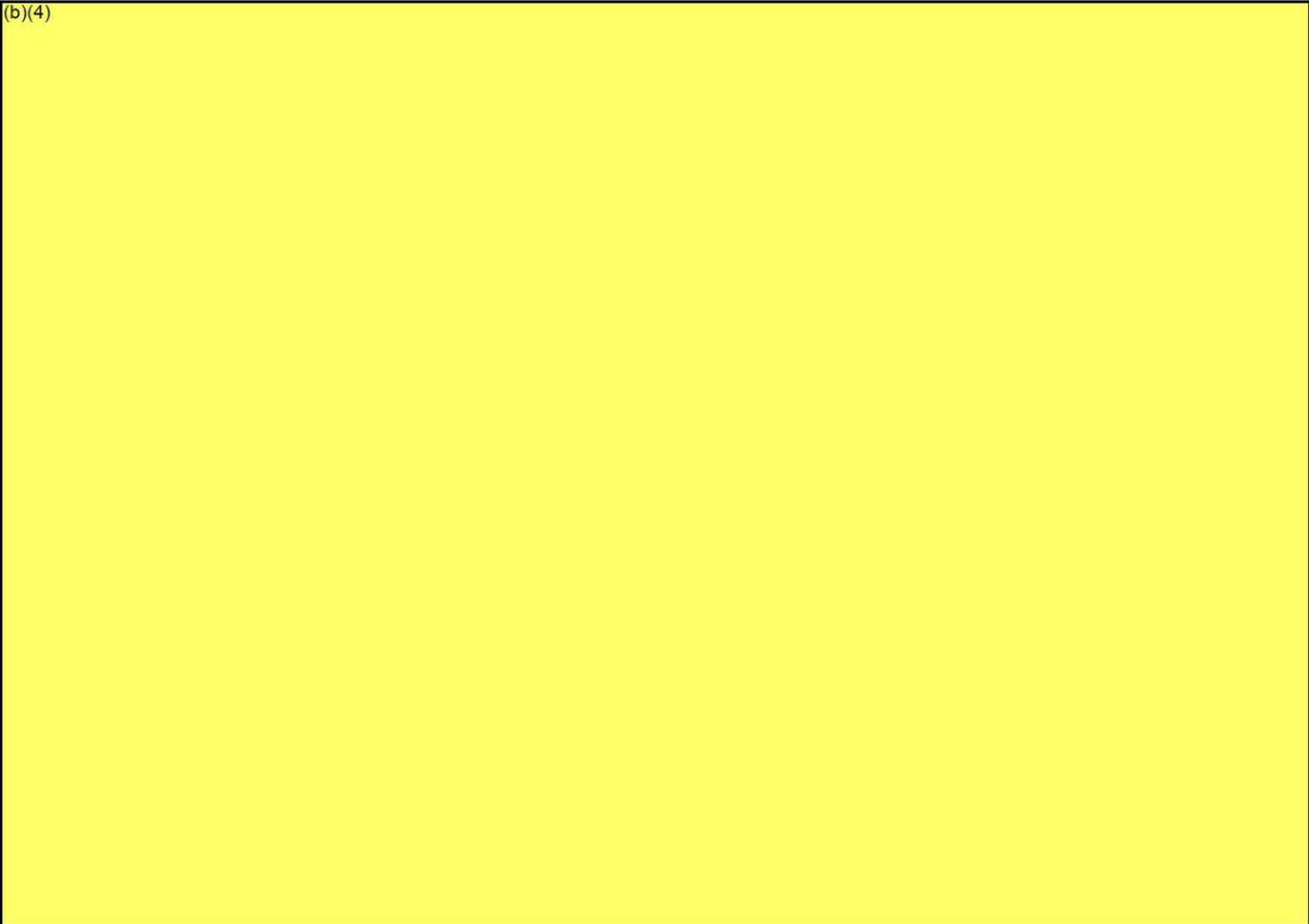
OPERATING BUDGET RECORD B-3

Governmental Branch: Executive Branch
Cabinet: Education and Workforce
Development

Agency: General Administration and Program Support
Appropriation: General Administration and Program Support
Program/Service Unit: Secretary
Sub Program:
Posting Unit:

REQUEST TITLE: P-20 Office Funding

REQUEST TYPE	Expansion	FY 2011-12 Budgeted	FY 2012-13 Requested	FY 2013-14 Requested
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2012-2014 KENTUCKY BRANCH BUDGET
Additional Budget Request: Program Narrative/Documentation Record

PRIORITY
Cabinet #: 3
Agency #:

OPERATING BUDGET REPORT B-4

Agency: Secretary's Office
Appropriation Unit: 530A
Program/Service Unit: 530S
Sub Program:
Posting Unit:
REQUEST TITLE:

Governmental Branch: Executive
Cabinet/Function: Education and Workforce Development

(b)(4)

II. PROGRAM DESCRIPTION/PURPOSE

The General Administration and Program Support (GAPS) agency is the Education and Workforce Development central management and administrative entity comprised of the Office of the Secretary, Office of Budget and Administration, Office of Communications, Office of General Counsel and Governor's Scholars Program.

Education and Workforce Development-GAPS is requesting funding on behalf of itself, the Kentucky Department of Education (KDE), Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB) for creation of the P-20 Office. This office will oversee and coordinate longitudinal data collection, reporting and analysis across the independent databases owned and maintained by KDE, CPE and EPSB. The agency intends over time to incorporate other databases, such as those comprised of data for Early Childhood, Workforce Investment and the Kentucky Higher Education Assistance Authority.

III. PROGRAM RESULTS/FISCAL JUSTIFICATION

This (b)(4) and (b)(4) in FY13 and FY14 represents the personnel and operating needs of the P-20 Office. The office funding includes amounts for hardware and software purchasing and maintenance related to the SLDS and the SLDS upgrade, contractor expenses for the improvement and upgrade of the KSLDS into a truly "P-20" information repository and three state officials that will lead and coordinate the efforts of the P-20 Office and System with the partnership of the Education and Workforce Development Cabinet, the Department of Education, the Council on Postsecondary Education and the Education Professional Standards Board.

Kentucky P-20 Data Collaborative
Data Access and Use Policy
October 29, 2010

Section 1: Purpose

This policy establishes the rules for governing access, use, and re-disclosure of data collected, stored, and maintained within the Kentucky P-20 Data Collaborative Repository.

Section 2: Executive Authority

The P-20 Data Collaborative Repository was recognized through Executive Order 2010-382 which was signed and made effective on May 28, 2010.

Section 3: Background

The Kentucky P-20 Data Collaborative is a collective effort initially composed of the leadership from the Kentucky Department of Education, Kentucky Education Professional Standards Board, Kentucky Council on Postsecondary Education, and chaired by the Secretary of the Education and Workforce Development Cabinet. Additional state agencies are expected to be added over time.

The Kentucky Education and Workforce Development Cabinet is statutorily authorized to provide education and workforce development services to citizens of the Commonwealth. Each agency within the Collaborative has statutory authority to collect data through the course of their work and responsibilities.

The P-20 Data Collaborative Repository is a statewide longitudinal data system (SLDS) that is shared by the agencies and the Education and Workforce Development Cabinet that provides an infrastructure for data to be brought together from these agencies and other sources to better inform policy making in the Commonwealth of Kentucky in accordance with the Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), and other privacy laws. One of the other primary purposes of the P-20 Data Collaborative Repository is to provide unit level data for the purpose of conducting research to improve the effectiveness of state programs and services.

Section 4: Definitions

- A. "Department," "Kentucky Department of Education," or "KDE" refers to the agency established in KRS 12.020 and KRS 156.010, to the staff of the agency employed

pursuant to KRS Chapter 18A, KRS 156.010 and KRS 163.032, and to agency representatives who are employed by and under the direct control of the agency.

- B. "Council," "Council on Postsecondary Education," or "CPE" refers to the agency established in KRS 164.011, to the staff of the agency employed pursuant to KRS 164.013, and to agency representatives who are employed by the CPE and who are under the direct control of the agency.
- C. "Standards Board," "Kentucky Education Professional Standards Board," or "EPSB" refers to the agency established in KRS 12.020 and 161.028, to the staff of the agency employed pursuant to KRS Chapter 18A and KRS 161.017, and to agency representatives who are employed by and under the direct control of the agency.
- D. "Cabinet," "Education and Workforce Development Cabinet," or "EWD" refers to the agency established in KRS 12.020 and KRS Chapter 151B.
- E. "Member Agency" means one of the entities that is recognized by the P-20 Data Collaborative as a member.
- F. "Collaborative" means the agencies and Cabinet that compose the P-20 Data Collaborative and their authorized representatives.
- G. "Confidentiality" means any record or information not open for public inspection or where disclosure is restricted pursuant to relevant Federal or state statute or regulation.
- H. "Access" means the ability for an authorized individual to view or manipulate data within the P-20 Data Collaborative Repository.
- I. "Re-disclosure" occurs when data that have been disclosed to another party such as when a school district or institution sends identifiable data to a state agency are then re-disclosed by that agency to a third party that is not under its direct control.
- J. "Education records" means those records directly related to a student and maintained by an educational agency or institution.
- K. "Family Educational Rights and Privacy Act" or "FERPA" means the federal law codified at 20 U.S.C. 1232g and its implementing regulations found in 34 C.F.R. Part 99.
- L. "Personally identifiable information" or "personally identifiable data" means information contained in an electronic record such as social security number, name, characteristic, or other information that in combination would make an individual's identity easily traceable.
- M. "De-identification" is a process for removing common elements such as names, agency identification numbers, and other unique characteristics from data so that the individual level data can be analyzed without disclosing the identity of the individuals' whose data are being utilized.
- N. "Research" means a formal investigation designed to develop or contribute to general knowledge.
- O. "Third party" is a party other than the member agencies of the Collaborative, its staff, or its designees who request access to data or information from the P-20 Data Collaborative Repository.
- P. "Security" includes measures to ensure that records are not lost, stolen, vandalized, illegally accessed, or otherwise rendered useless. Since the data are stored on computers, it is essential that there be a high level of protection that provides integrity and availability commensurate with the level of risk and magnitude of harm.
- Q. "Records match" is the process where records for an individual are brought together from multiple data sources.

- R. "Data owner" refers to the agency that provides specific data to the Repository.
- S. "Collaborative staff" refers to staff members and contractors whose primary function is related to the development, operation, or expansion of the P-20 Data Collaborative Repository.

Section 5: Policy

A. General

- a. This policy shall apply to all data and information collected, maintained, and created within the P-20 Data Collaborative Repository.
- b. Data collected and maintained within the P-20 Data Collaborative Repository shall be managed in a manner that supports state policy-making in Kentucky.
- c. The Education and Workforce Development Cabinet serves as the custodian for all statistical data or linked data from multiple agencies maintained within the P-20 Data Collaborative Repository. Any open records request that pertains to a single member agency's data shall be referred to that member agency for response as custodian.
- d. This policy will adhere to restrictions on the releases of personally identifiable information identified in the FERPA, 20 U.S.C. 1232g, and KRS 160.720 et seq. and KRS 164.283 as well as the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq. and KRS 157.200 et seq. and 707 KAR Chapter 1.
- e. Data access provisions may change if mandated by federal statute, state law, or administrative rules. The Collaborative may, at its discretion, change this data access and use policy.
- f. Collaborative staff and designees have access to view and manipulate personally identifiable information within the P-20 Data Repository for the purposes of matching records and ensuring data quality.
- g. The P-20 Data Collaborative will maintain acceptable use guidelines with rules to ensure that the data from the Repository are used in ways that comply with relevant confidentiality statutes and regulations.
- h. Member agencies and Collaborative staff and designees may not re-disclose personally identifiable data which are owned or controlled by any other agency within the P-20 Data Collaborative Repository to any third party except as provided in section 5:D of this policy.

B. Member Agency and Collaborative Staff Access and Use

- a. Member agency representatives have full access to all data their agency has provided to the P-20 Data Collaborative Repository.
- b. Authorized member agency representatives shall have view-only access to personally identifiable data from other member agencies within the P-20 Data Repository solely for the purpose of verifying the accuracy of data matching processes.

- c. Member agencies and Collaborative staff or designees shall have access to all de-identified, unit-level information within the P-20 Data Collaborative Repository and may utilize it internally without restrictions.
- d. Reports, publications, and other public presentation of analyses derived from data in the P-20 Data Collaborative Repository must adhere to the P-20 Data Collaborative Repository's acceptable use guidelines to ensure individual privacy.
- e. Member agencies shall provide preview copies of any publications, reports, or other analyses derived from other agencies' data to those agencies five business days prior to publication or presentation.

C. Requests for Statistical Data and Reports by Third Parties

- a. General information requests and open records requests for statistical data or reports in either printed or electronic format which pertain to data from a single agency within the Collaborative will be deferred to the appropriate agency.
- b. General information requests for statistical data or reports either in printed or electronic format which involve linked data from multiple agencies will be responded to by EWD's records custodian or designee. Collaborative staff will provide the agencies whose data are included a copy of the original information request as well as a copy of the requested information.
- c. Open records requests for statistical data or reports either in printed or electronic format which involves linked data from multiple agencies will be responded to by EWD's records custodian or designee in accordance with Kentucky open records law. Collaborative staff will provide the agencies whose data are included a copy of the original open records request as well as a copy of the response.

D. Requests for Restricted Disclosure Data Files by Third Parties Due to Confidentiality

- a. Requests for restricted disclosure data files that include any individual characteristics are still considered as potentially identifiable even if names and identification numbers have been removed.
- b. Requests for restricted disclosure data files which pertain to data from a single agency within the Collaborative will be deferred to the appropriate agency.
- c. Requests for restricted disclosure data files that involve linked data from multiple agencies must be submitted by a third party pursuant to the Third Party Research Data File Request Form to the P-20 Data Collaborative for consideration.
- d. Approved requests for restricted disclosure data files from multiple agencies will be responded to by the EWD or its designee.
- e. Authorized requesters must sign a Third Party Research Data Use Agreement which outlines acceptable use guidelines to ensure confidentiality of the data before any files will be provided.
- f. Failure to comply with the Third Party Research Data Use Agreement will result in the agreement being suspended or cancelled at the discretion of the Collaborative, and could result in the Third Party being ineligible to receive data from the Collaborative for a specified period.

- g. Collaborative staff will provide the member agencies whose data are included a copy of the original "Third Party Research Data File Request" that was submitted and a description of the data that were provided.
- h. The Collaborative may elect to charge a reasonable fee to cover the costs of developing and processing the data file(s) and associated materials for a third party.

E. Security Requirements

- a. Data owners control access to the personally identifiable data they provide to the P-20 Data Collaborative Repository and are responsible for keeping authorizations up to date on who may have access to their data and any additional restrictions.
- b. The Collaborative shall ensure that Data, copies of data, and all reports containing personally identifiable information are maintained in a secure environment to prevent unauthorized access. A secure environment includes any electronic media, computer, server, or network on which the data reside.
- c. The Collaborative shall ensure that Reports or other documents that contain personally identifiable data are shredded when they are no longer needed.
- d. The Collaborative shall use encryption or other best practices when using personally identifiable information, and shall require agencies to use encryption or other best practices when transferring personally identifiable information to the P-20 Data Repository.
- e. The Collaborative will develop de-identification standards and processes using modern statistical methods to ensure the protection of personally identifiable data when presented in reports or inclusion in files that would allow their re-identification.

F. Requests by Individuals to Examine Their Personal Data

- a. Upon request of individuals to gain access to their education records, the individuals will be directed to contact the data owners of the information for which they request in accordance with Kentucky's Open Records Act.
- b. A request by individuals or groups to the P-20 Data Collaborative Repository for directory information, as defined in FERPA or defined in KRS 160.700(1) applicable to data collected from elementary and secondary education public schools shall be directed to the data owners.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Kentucky Budget Narrative

Kentucky is asking for a total of \$3,633,928 of grant funds to combine with an in kind amount of (b)(4) to complete this project. The project budget is disaggregated into three sets of objectives with each set containing specific deliverables. Each of the objectives will be coordinated by staff at the P-20 Data Collaborative, Council on Postsecondary Education, and Education Professional Standards Board. All three of the objectives and their corresponding deliverables are designed to expand upon Kentucky's ability to link and utilize longitudinal data and to expand the capabilities of the P-20 Data Repository.

Objective 1: Workforce Initiatives by the P-20 Data Collaborative

(b)(4)

Grant Funding Requested: \$2,047,930

In Kind Funding: (b)(4)

The following personnel are included in the project budget:

Ron Crouch, Director, Research and Statistics Branch, Education and Workforce Development Cabinet.

Mr. Crouch will provide his expertise in the understanding of Kentucky's workforce data systems and appropriate use of the information. Mr. Crouch will be in-kind support.

In addition to the staff, the following contractual positions are included in the project budget:

Charles McGrew, Executive Director, P-20 Data Collaborative

In this project, Mr. McGrew, as Project Director will provide oversight of the entire project and coordinate with the three project managers to ensure that each of the deliverables is completed to the requirements of the grant. Mr. McGrew will commit 25% of his time to these tasks which will be in-kind funded.

Business Analyst

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The Business Analyst will have a strong understanding of business analysis and process improvement and strong conceptual, analytical and problem solving skills. He/she will work closely with staff, contractors, potential system users and other groups to capture business

requirements, document workflow and user needs. He/she will also develop and maintain documentation for P20 SLDS project for instructional and training purposes.

SQL Data Developer

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The SQL Developer will be responsible for developing applications and integrations using the Microsoft SQL Server platform. This will include reports, vendor exports, data warehousing tasks and other data related tasks. This position requires excellent communication, technical and project management skills.

Project Manager

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The project manager role will facilitate the development of detailed deliverables and milestones, the tasks, activities and resources required to address these outcomes. The project manager will also report regular status updates and budget implications during the execution of the project tasks.

Deliverable 1.1 Integrate employment, earnings, and unemployment data into the Kentucky P20 SLDS.

Kentucky will expand the P-20 SLDS to include employment records collected through the Unemployment Insurance program in Kentucky. This expansion will include employer records, earnings records for individuals submitted by employers, and unemployment insurance claims data which are collected when individuals file for unemployment.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$15,000

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
IES SLDS Annual Meeting Travel Required for Grantees	\$2,500/person	\$5,000	\$5,000	\$5,000	\$15,000

Equipment

Grant Request: \$10,970

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer Computer	50% of \$1,300	\$650	\$0	\$0	\$650
PM Computer	20% of \$1,800	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	\$360	\$0	\$0	\$360
Servers	20% of \$30,000	\$6,000	\$0	\$0	\$6,000
Server Overhead Storage	20% of \$18,000	\$1,200	\$1,200	\$1,200	\$3,600

Supplies/Software

Grant Request: \$5984

In Kind: \$0

Grant Funded					
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	Rate	Year 1	Year 2	Year3	Total
Developer Software	50% of \$8,215	\$4,108	\$0	\$0	\$4,108
BA Software	20% of \$137.50	\$28	\$0	\$0	\$28
PM Software	20% of \$237.50	\$48	\$0	\$0	\$48
Other Supplies	20% of \$9,000	\$1,000	\$400	\$400	\$1,800

Contractual

Grant Request: \$293,750

In Kind: (b)(4)

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33% of \$60 per hour	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	25% of \$60 per hour	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	20% of \$60 per hour	\$25,000	\$25,000	\$25,000	\$75,000

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Deliverable 1.2 Integrate data from the Employ Kentucky Operating System (EKOS) into the Kentucky P20 SLDS.

Kentucky will expand the P-20 SLDS to include data collected within the EKOS system including data for administering WIA Title 1, Wagner-Peyser Act services, and the Trade Adjustment Assistance program in Kentucky.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$10,970

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer Computer	50% of \$1,300	\$650	\$0	\$0	\$650
PM Computer	20% of \$1,800	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	\$360	\$0	\$0	\$360
Servers	20% of \$30,000	\$6,000	\$0	\$0	\$6,000
Server Overhead Storage	20% of \$18,000	\$1,200	\$1,200	\$1,200	\$3,600

Supplies/Software

Grant Request: \$5984

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer Software	50% of \$8,215	\$4,108	\$0	\$0	\$4,108
BA Software	20% of \$137.50	\$28	\$0	\$0	\$28
PM Software	20% of \$237.50	\$48	\$0	\$0	\$48
Other Supplies	20% of \$9,000	\$1,000	\$400	\$400	\$1,800

Contractual

Grant Request: \$293,750

In Kind: (b)(4)

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33% of \$60 per hour	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	25% of \$60 per hour	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	20% of \$60 per hour	\$25,000	\$25,000	\$25,000	\$75,000

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Construction
 Grant Request: \$0
 None

In Kind: \$0

Other
 Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Deliverable 1.3 Deploy a statewide enterprise business intelligence tool that will expand access to authorized users across education and workforce programs.

Kentucky will provide the ability to access appropriate data from the P20 SLDS to an expanded list of authorized users by deploying an enterprise business intelligence platform with a point-and-click interface for developing ad hoc analyses and reports to schools, postsecondary institutions, and workforce offices across the state.

Justification:

Personnel
 Grant Request: \$0 In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits
 Grant Request: \$0 In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel
 Grant Request: \$0 In Kind: \$0
 None

Equipment
 Grant Request: \$19,120 In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
PM Computer	20% of \$1,800	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	\$360	\$0	\$0	\$360
Servers	20% of	\$6,000	\$0	\$0	\$6,000

	\$30,000				
Server Overhead Storage	20% of \$18,000	\$1,200	\$1,200	\$1,200	\$3,600
Computer for Report Writer	100% of \$1,300	\$0	\$0	\$1,300	\$1,300
Business Object Hardware	100% of \$7,500	\$0	\$0	\$7,500	\$7,500

Supplies/Software

Grant Request: \$705,513

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Software for Report Writer	100% of \$3,637	\$0	\$0	\$3,637	\$3,637
BA Software	20% of \$137.50	\$28	\$0	\$0	\$28
PM Software	20% of \$237.50	\$48	\$0	\$0	\$48
Other Supplies	20% of 9000	\$1000	\$400	\$400	\$1800
Business Intelligence Enterprise Software. Estimated based on a price quote from SAP for an enterprise license for Business Objects with the Web Intelligence BI tool.	100% of \$700,000	\$0	\$0	\$700,000	\$700,000

Contractual

Grant Request: \$200,000

(b)(4)

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Report Writer	100% of \$60 per hour	\$0	\$0	\$125,000	\$125,000
Project Manager	20% of \$60 per hour	\$25,000	\$25,000	\$25,000	\$75,000

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Deliverable 1.4 Expand the P-20 Data Portal to include reports and other information products about workforce outcomes.

Kentucky will develop reports and analyses utilizing the new workforce data which are integrated into the P20 SLDS to provide policy makers and others access to information about employment outcomes, unemployment, career placement, and education and training outcomes for high school and college graduates. Specific, actionable reports will be developed for different audiences including the following:

Employment Outcomes – The Kentucky Employment Outcomes Report will provide information about graduates’ employment rates, earnings, length of time to find employment, industries of employment, and other measures by degree or credential level completed, academic program, and institution.

Employment Growth Areas – The Kentucky Employment Growth Areas Report is designed to provide current information to guidance counselors and employment and career counselors about the state’s current trends in terms of the industries that have been hiring recent graduates and what the most popular industries are for recent graduates for different physical regions of the state as well as information about the number of students who are already in the “pipeline” to fill upcoming positions. The purpose it to provide information about current

employment trends in a format that can be used with students or parents who are evaluating their educational options.

Additional Reports – Additional reports will be identified to respond to the critical policy questions identified by the state’s stakeholders.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$10,320

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total

PM Computer	20% of \$1,800	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	\$360	\$0	\$0	\$360
Servers	20% of \$30,000	\$6,000	\$0	\$0	\$6,000
Server Overhead Storage	20% of \$18,000	\$1,200	\$1,200	\$1,200	\$3,600

Supplies/Software

Grant Request: \$1876

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
BA Software	20% of \$137.50	\$28	\$0	\$0	\$28
PM Software	20% of \$237.50	\$48	\$0	\$0	\$48
Other Supplies	20% of \$9,000	\$1,000	\$400	\$400	\$1,800

Contractual

Grant Request: \$168,750

In Kind: (b)(4)

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Business Analyst	25% of \$60 per hour	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	20% of \$60 per hour	\$25,000	\$25,000	\$25,000	\$75,000

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Deliverable 1.5 Complete a feasibility study to determine ways to incorporate employment data on federal employees, military personnel, and Kentuckians working out-of-state into the P20 SLDS.

Kentucky will investigate ways to incorporate data about people who work for the government, military and out-of-state into the P20 SLDS or alternative methods for supplementing available employment and workforce outcomes data collected through the state Unemployment Insurance program with additional employment data from federal, regional, and other data sources.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$10,320

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
PM Computer	20% of \$1,800	\$360	\$0	\$0	\$360
BA computer	20% of \$1,800	\$360	\$0	\$0	\$360
Servers	20% of \$30,000	\$6,000	\$0	\$0	\$6,000
Server Overhead Storage	20% of \$18,000	\$1,200	\$1,200	\$1,200	\$3,600

Supplies/Software

Grant Request: \$1876

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
BA Software	20% of \$137.50	\$28	\$0	\$0	\$28
PM Software	20% of \$237.50	\$48	\$0	\$0	\$48
Other Supplies	20% of \$9,000	\$1,000	\$400	\$400	\$1,800

Contractual

Grant Request: \$293,750

In Kind: (b)(4)

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33% of \$60 per hour	\$41,667	\$41,667	\$41,666	\$125,000
Business Analyst	25% of \$60 per hour	\$31,250	\$31,250	\$31,250	\$93,750
Project Manager	20% of \$60 per hour	\$25,000	\$25,000	\$25,000	\$75,000

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Objective 2: Initiatives Perform by the Council on Postsecondary Education (CPE)

(b)(4)

Grant Budget Requested: \$467,500

In Kind Funding (b)(4)

The following personnel are included in the project budget:

Heidi Hiemstra

Heidi Hiemstra, Ph.D., will provide oversight and direction to the business rules and requirements developed for the project. She has seven years of experience working with CPE's student-level data, first as a data analyst, then as unit director and now as AVP. For the past three years, she has been responsible for the stewardship of KPEDS data, including data collection from Kentucky's colleges and universities, the management, updating and communication of the data submission guidelines, and data quality and validation initiatives. As the lead business user of KPEDS, Dr. Hiemstra also provides vision, process and user understanding. This position is 100% agency funded, and will dedicate 10% of FTE to the funded deliverables.

In addition to the staff, the following contractual positions are included in the project budget:

CPE Contract Developer 1, To Be Hired

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The position will enhance the KPEDS data warehouse with funded components and implement Business Objects

CPE Contract Developer 2, To Be Hired

This position will be 100% grant funded and dedicated 100% to the funded deliverables. The position will develop various KPEDS modules based on project requirements and scope.

Mary Korfhage, CPE Data Quality Analyst

Mary Korfhage, Ph.D., will design data quality reports and processes, perform validation and testing, and work closely with the business analyst to develop business requirements for the new KPEDS components. In addition to a long career in higher education institutional research, Dr. Korfhage is currently working at CPE in a position funded by the Collaborative's 2008 SLDS grant. In this role, she has developed specifications and documentation of postsecondary data and files transmitted to Kentucky's P20 Data Collaborative; validated agency data prior to

transmission to P20 and after loading into the Collaborative’s warehouse; and audited agency data and recommended enhancements to its collection and edit procedures. This part-time position will be 100% grant funded and dedicated 100% to the funded deliverables.

Deliverable 2.1 KPEDS On-line data dictionary/data collection guidelines

Project will result in a publically-available data dictionary which fully incorporates the Common Education Data Standards, and a live, online, interface for college and university staff who submit unit-level or summary-level data to CPE with all data definitions and submission rules. A metadata database will be constructed to centrally manage field characteristics, definitions, deadlines, file formats, cohort definitions, and other aspects of CPE’s data collection. System will include integrated communication with data submitters, including alerts about upcoming deadlines, comments on data edits for data auditing purposes, and the ability for users to view the current status of all collections at their institution or just those for which they are responsible.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Network Storage Hardware	\$50,000 Distributed Evenly Into the 4 Deliverables	\$12,500	\$0	\$0	\$12,500

Supplies/Software

Grant Request: \$0

In Kind: \$0

None

Contractual

Grant Request: \$118,751

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33.3% of \$60 per hour	\$20,833	\$20,834	\$0	\$41,667
Developer	33.3% of \$60 per hour	\$20,833	\$20,834	\$0	\$41,667
Data Quality Analyst	25% of \$36 per hour	\$9,375	\$9,375	\$0	\$18,750
Data Administrator	33% of \$96 per hour	\$16,667	\$0	\$0	\$16,667

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: \$0

None

Deliverable 2.2 Administrative tracking system

This system will track each data file submitted by colleges and universities to CPE through all stages of the collection process from initial submission, running edits to clean the data, CPE sign-off on the data submitted, and the loading and testing of data as it moves to the KPEDS database and the KPEDS reporting warehouse. System will provide real-time reports on the progress of data files as they move from submission to production, and notify CPE management if institutions are not submitting files by their deadlines. System will also allow business-side staff to manage KPEDS users and permissions rather than IT having to make changes to the user tables directly.

Justification:

Personnel

Grant Request: \$0

In Kind (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year 3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year 3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Network Storage Hardware	\$50,000 Distributed Evenly Into the 4 Deliverables	\$12,500	\$0	\$0	\$12,500

Supplies/Software

Grant Request: \$0

In Kind: \$0

None

Contractual

Grant Request: \$118,751

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33.3% of \$60 per hour	\$20,833	\$20,834	\$0	\$41,667
Developer	33.3% of \$60 per hour	\$20,833	\$20,834	\$0	\$41,667
Data Quality Analyst	25% of \$36 per hour	\$9,375	\$9,375	\$0	\$18,750
Data Administrator	33% of \$96 per hour	\$16,667	\$0	\$0	\$16,667

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: \$0

None

Deliverable 2.3 KPEDS Business Objects Universe

Universe will be constructed to provide the testing needed after data are loaded into the KPEDS database, and after data are transformed and loaded into the reporting warehouse.
 Deliverable will include testing business requirements, and universe design, construction and testing.

Justification:

Personnel

Grant Request: \$0

(b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Fringe Benefits

Grant Request: \$0

(b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total

Network Storage Hardware	\$50,000 Distributed Evenly Into the 4 Deliverables	\$12,500	\$0	\$0	\$12,500
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Supplies/Software

Grant Request: \$0

In Kind: \$0

None

Contractual

Grant Request: \$61,250

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Business Objects Developer	100% at \$60/hr	\$0	\$42,500	\$0	\$41,667
Data Quality Analyst	25% of \$36 per hour	\$9,375	\$9,375	\$0	\$18,750

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: \$0

None

Deliverable 2.4 Incorporate Other CPE Data Sources into KPEDS, Including Financial Data

This deliverable will involve creating KPEDS tables for the CPE data and forms listed below, formatting and loading legacy data, and developing online data submission forms and edits for electronic submission of this data moving forward. Gathering the business requirements for the online forms with edits and designing the forms is likely to be the bulk of the project. Other forms currently planned for inclusion are faculty and staff information, estimated annual degrees (submitted three months before the student level degree files are submitted), and information about licensure and certification exams taken by college graduates.

Justification:

Personnel
 Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year3	Total
(b)(4)					

Travel
 Grant Request: \$0
 None

In Kind: \$0

Equipment
 Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Network Storage Hardware	\$50,000 Distributed Evenly Into the 4 Deliverables	\$12,500	\$0	\$0	\$12,500

Supplies/Software

Grant Request: \$0
 None

In Kind: \$0

Contractual

Grant Request: \$118,751

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	33.3% of \$60 per hour	\$20,833	\$20,833	\$0	\$41,666
Developer	33.3% of \$60 per hour	\$20,833	\$20,833	\$0	\$41,666
Data Quality Analyst	25% of \$36 per hour	\$9,375	\$9,375	\$0	\$18,750
Data Administrator	33% of \$96 per hour	\$16,666	\$0	\$0	\$16,667

Construction

Grant Request: \$0
 None

In Kind: \$0

Other

Grant Request: \$0
 None

In Kind: \$0

Objective 3: Initiatives Perform by the Education Professional Standards Board (EPSB)

(b)(4)

Grant Budget Requested: \$764,500

In Kind Funding: (b)(4)

The following personnel are included in the project budget:

Scott Smith, Information Technology Manager, EPSB

The EPSB Information Technology Manager will hire the required staff to implement the grant activities and provide oversight to all activities funded under the grant. Mr. Smith has responsibility for ensuring grant benchmarks are attained and for adherence of all EPSB staff to the project timeline. Mr. Smith will serve as Project Manager and will be funded in kind.

In addition to the staff, the following contractual positions are included in the project budget:

Deliverable 3.1 Expanding the current data system to include teacher data fields that eventually feed into the P-20 Repository.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year 3	Total
(b)(4)					

	Deliverables				
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Servers (2)	Two servers at \$7,500 a piece distributed between the two deliverables.	\$7,500	\$0	\$0	\$7,500

Supplies/Software

Grant Request: \$3,000

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer Software (2)	\$3,000 a piece for two developers distributed between the two deliverables.	\$3,000	\$0	\$0	\$3,000

Contractual

Grant Request: \$377,000

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	50% of \$60 per hour	\$63,500	\$62,500	\$62,500	\$188,500
Developer	50% of \$60 per hour	\$63,500	\$62,500	\$62,500	\$188,500

Construction

Grant Request: \$0
 None

In Kind: \$0

Other

Grant Request: \$0
 None

In Kind: \$0

Deliverable 3.2 Expanding reporting (data dashboard) to include teacher data.

Justification:

Personnel

Grant Request: \$0

In Kind: (b)(4)

In Kind Funded					
	Rate	Year 1	Year 2	Year 3	Total
(b)(4)					

Travel

Grant Request: \$0

In Kind: \$0

None

Equipment

Grant Request: \$12,500

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Servers (2)	Two servers at \$7,500 a piece distributed between the two deliverables.	\$7,500	\$0	\$0	\$7,500

Supplies/Software

Grant Request: \$3,000

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer Software (2)	\$3,000 a piece for two developers distributed between the two deliverables.	\$3,000	\$0	\$0	\$3,000

Contractual

Grant Request: \$377,000

In Kind: \$0

Grant Funded					
	Rate	Year 1	Year 2	Year3	Total
Developer	50% of \$60 per hour	\$63,500	\$62,500	\$62,500	\$188,500
Developer	50% of \$60 per hour	\$63,500	\$62,500	\$62,500	\$188,500

Construction

Grant Request: \$0

In Kind: \$0

None

Other

Grant Request: \$0

In Kind: \$0

None

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

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

Name of Institution/Organization

Kentucky Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	5,000.00	5,000.00	5,000.00			15,000.00
4. Equipment	105,900.00	6,000.00	14,800.00			126,700.00
5. Supplies	19,591.00	2,000.00	705,637.00			727,228.00
6. Contractual	1,000,001.00	1,015,001.00	749,998.00			2,765,000.00
7. Construction						
8. Other		0.00				0.00
9. Total Direct Costs (lines 1-8)	1,130,492.00	1,028,001.00	1,475,435.00			3,633,928.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,130,492.00	1,028,001.00	1,475,435.00			3,633,928.00

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

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